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ABSTRACT

This teacher's manual for drug abuse education is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: drug (substance) use and abuse, sexuality and social relationships, juvenile law, work and people and government. An introductory section lists the general goals of the curriculum, i.e, to provide factual information, to increase awareness, and to provide decision-making practice, and describes the desired core social skills outcomes, i.e., social understanding/perspective taking; cognitive problem solving, (alternative and consequential thinking); communication; and evaluation. The 24 lessons in the manual cover general drug related information and specific drugs (e.g., caffeine, tobacco, alcohol, marijuana, cocaine). Information portions of each lesson focus on terminology, how drugs are made, their effects on the body, and relevant laws. Awareness activities explore the effects of advertisers, peer pressure, role models, and drug pushers in drug involvement. Decision activities anticipate situations involving drugs and provide students with opportunities to practice decision skills. Suggestions for needed materials, handouts, student evaluations, and lesson evaluations are included for each lesson and at the end of the manual. (BL)

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Adolescents Teachers Community Parents

# DECISIONS ABOUT DRUG USE

## Adolescent Decisions Curriculum

Steven Brion-Meisels
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# PREFACE

The Adolescent Decisions program represents a cooperative effort among a group of teachers, school counselors, administrators, students, parents, and researchers, under the umbrella of the Adolescent Issues Project (funded by the United States Office of Education, Special Education Projects Grant G008001910, and the Judge Baker Guidance Center).

We are indebted to the students, staff, and parents of the Manville School in the Judge Baker Guidance Center, in Boston, Massachusetts -- who provided the initial impetus and support for the program. We are also thankful for the support, ideas, and feedback provided by students and staff at 15 schools who have tested components of the program -- especially the Bay Cove High School, Holden School, Manville School and River Street Mini-School, which all served as replication sites during the 1982-83 school year.

We are thankful for the support provided by the staff of the United States Office of Education (Special Education Projects), and the staff at Program Development Assistance Systems, especially Ms. Julie Becklund.

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TEACHER'S GUIDE -- Drug Education

About this Curriculum....

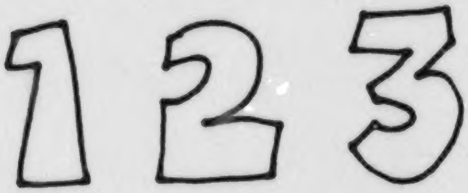
This series of lessons evolved from a need expressed by school staff, students and their parents for a broader understanding about drugs and youth.

The goals of the curriculum are three-fold. First, it will provide students with more factual information about drugs. Second, students' awareness about drugs in our society will be increased and third, the lessons will help students make better decisions about drug use. The three categories: information, awareness and decisions, are represented by different activities in each lesson. The information portions of each lesson deal with how different drugs are made, their effects on the body and some of the laws having to do with drugs and drug abuse. Most of the awareness activities explore the roles of advertising, peer pressure, role models, and pushers on our involvement with drugs. Decisions activities offer students practice with anticipating situations that might come up around drug use and abuse.

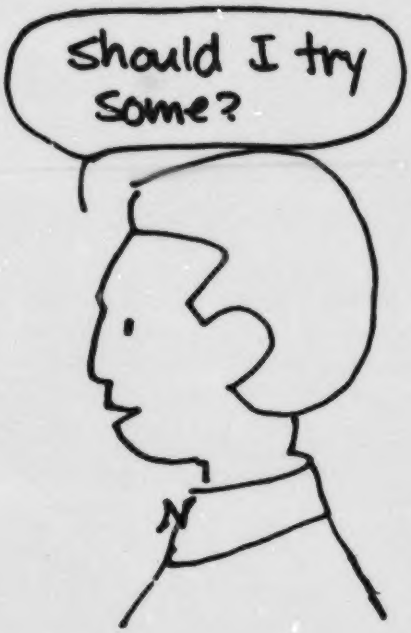
Teachers using these lessons have agreed that a combination of factual learning based in a fuller awareness about drugs in our society results in richer and more meaningful practice with decisions.

Teachers and students also found that drug education tended to raise complex values issues that could not be ignored. It is easier to work with these values concerns if the learning context is clearly defined. For that reason, the material contained in the lessons includes some attention to each of the following five sets of social skills: (for more information on the core skills of this curriculum, see the Program Manual)

Social Understanding. Adolescents develop concepts about the social world -- what makes a good friend, the rules and norms of peer groups, personal and societal values of right and wrong, and relationships with parents and other authority figures. These broad patterns of social thinking affect the decisions an adolescent makes in response to a peer group and society which both send out many mixed messages about drug use.



Cognitive Problem-Solving Skills. Research with children and adolescents indicated that successful interpersonal relations often are helped by a set of problem-solving skills which include: (1) figuring out what decision has to be made, (2) the ability to think of alternative solutions to a problem, and (3) the ability to anticipate consequences of a decision -- for the self and others. The lessons focus heavily on these two cognitive skills. For example, the activities on alcohol ask students to anticipate the consequences of alcohol abuse -- for the user, and for those with whom s/he interacts. There is also a recurrent focus on generating alternative solutions to adolescent issues. This is extremely important in helping adolescents develop alternatives to drug abuse. Try to ask, "What are some other ways (besides using drugs) to become popular? Happy? Calmer? etc."


Should I try some?

We have found that it is important to encourage students to think as broadly as possible -- that is, to generate many possible consequences and alternative solutions, and then to select the best available solution (in terms of group norms and their own social understanding).

Communication and Self-Control Skills. Adolescents often have difficulty solving problems because they lack effective communication skills; they have difficulty expressing their ideas and feelings, listening to others, and processing information. Without effective communication skills, adolescents are often frustrated and isolated -- forced to make difficult decisions without support from friends or adults. Most lessons include simple communication activities -- discussion-starters, role-play activities and simulations. In addition, the general issues raised by all the material, are intended to foster discussion among students -- and to encourage the formulation of group solutions to decisions regarding drug use.

Interest and ability in group communication skills often varies greatly among teachers and classrooms. We have found that communication skill development is a useful part of the drug education program.

Effective communication (as well as individual and group problem-solving) requires a degrees of self-control that is often difficult for adolescents to achieve. Simple skills -- like taking turns, accepting criticism, maintaining focus on a group task -- are important in making successful decisions. Although there is little formal emphasis on self-control skills in this curriculum, we have found that the general decision-making approach is often useful in improving adolescents' self-control and responsibility. We have tried to include questions and activities designed to help students acquire more control over their own lives. However, it is also true that successful classroom discussions often depend on adequate self-control. In other words, the use of grouporiented materials, like this curriculum, can make classroom teaching more complicated, because it generates group interactions and because peer interaction skills are difficult skills for adolescents to develop. We have found that the end results have been well worth the effort. Improvements in students' self-control, as a result of opportunities to practice decision-making and communication skills, have been evident to teachers, parents and students themselves.

Factual Information. Effective decision-making also requires a grasp of core concepts and relevant facts. This is especially true with issues of drug use and abuse. For example, a knowledge of legal consequences is important; so is a familiarity with the dangers of mixing drugs, and the symptoms of drug overdose.

The information included in this book is not exhaustive. Instead, it is meant to provide some important factual information, establish some categories for thinking about personal and values-related issues, and introduce a vocabulary for discussing drug use.

Assessment and Evaluation. It is important for students to reflect on their own needs and interests as well as those of others. By evaluating

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each lesson, taking others' perspectives in role plays and reflecting on legal and illegal drug pushing, the students will become more responsible for their behavior. Try to assess and evaluate activities, lessons, and group dynamics whenever possible, as active evaluation is one more activity that offers practice in making decisions.

Teaching the Classes. Dealing with emotionally charged issues in the classroom is not an easy task. Students may have strong reactions to discussions about alcoholism in families, adolescents' responses to peer pressure or the distinctions between use, abuse and addiction. The teacher with support from other staff, should try to anticipate some of the problems that might be encountered. The teacher should also do some soul-searching. Be sure to know where you stand on drug use and abuse, so values don't creep out unexpectedly. Decide how much personal information you feel comfortable sharing and work with the students on setting up safe classroom rules.

Attention to adolescents' social understanding requires a willingness to discuss complex values questions. Our assumption has been that a comfortable role for the teacher in this area includes: (a) awareness of one's own values, (b) openness to discussions and disagreements about students' values and the ways in which they conflict with our own, (c) tolerance of diversity within the class -- in terms of opinions and value differences, and (d) a consistent emphasis on providing reasons for value statements. Asking for reasons is one strategy to help adolescents continue to refine and develop more inclusive levels of social understanding.

Difficult classroom situations can be dealt with by eliciting student help, role-playing alternative solutions with colleagues and careful observation and evaluation of classroom occurrences.

Curriculum Set-up. Each lesson consists of three parts. The first page is a cover sheet, outlining the goals, activities and materials for the lesson. The activities have been categorized according to whether they are oriented towards factual information, awareness about self and society or practice with decisions. Teachers will have to determine where the students' needs and interests lie when planning each lesson. We urge trying to do at least one activity from each category. Most lesson materials are included in the curriculum although occasionally the teacher will have to do some outside preparation. For this reason we urge you to look ahead to subsequent lessons.

Notes for Teachers is the next section in each lesson. This section offers a suggested sequence for the activities listed on the cover sheet. Notes for Teachers outlines each activity and some steps for accomplishing it. In some lessons this section will offer background information that supports the teaching of the lesson.

Student worksheets and handouts are at the end of the lesson. They can be recognized by their lack of heading. The student work appears within a black rectangular outline. Only one of each student sheet is provided in the lessons, so the teacher will be responsible for copying enough of the student handouts for each class.

The reading level for the student worksheets is designed to be at the late elementary school level (4-6th grade). However, the specialized vocabulary necessary for discussing drugs, provides additional reading problems. We have found that the materials can be read to students who have severe reading problems; for more advanced students, it is probably best used as a springboard for more intensive study -- through reports, projects, supplementary readings, etc.

Types of Activities. (see Program Manual for amore in-depth explanation of activities) Many of the lessons use similar activity formats. Students can watch themselves improve if they do something repeatedly and enjoy the lessons more as they become more familiar with the structure.

Words to Watch is a list of new words which might present reading problems. If vocabulary is a priority for you and your students, you may want to take some time with these lists. Some uses for the vocabulary lists include: an introduction for the lesson; choose a couple of words off the sheet, define and discuss them, clarification during the lesson; refer to the list and to the Glossary whenever students are stuck on a word, as a review. Students could define and use some of the words to show their grasp of the information. You may choose to include some of these words on spelling tests. Definitions for all of the words appear in the Glossary at the end of the curriculum.

<ins>Brainstorming</ins>. Adolescent students often have difficulty sharing their ideas with each other because they are overly self-conscious or hesitant about what others will think. The brainstorming activity is one way to encourage participation and at the same time elicit a wide range of ideas, opinions and discussion-starters from the class. The activity simply involves putting a term or phrase on the blackboard (for example, "Why do teenagers drink?" or "marijuana") and then asking students to share one idea that the word or phrase generates in their own thinking. This is done as quickly as possible, around-the-room fashion, with little time for thought or reflection. In this way, many participate, and some surprising and creative ideas are born. Brainstorming provides topics for the class discussion as well as a simple means for sharing ideas.

<ins>Role-play</ins>. One key to good decision-making is <ins>practice</ins>. The role-play activities included throughout the <ins>Adolescent Decisions</ins> curriculum provides frequent opportunities to practice:

--taking another person's perspective;

--using the <ins>Five Steps</ins>;

--listening and communicating;

--solving real-life problems in simulated situations. They are also lots of fun.

Our experience suggests several ways to improve the effectiveness and enjoyment of role-play in the curriculum.

--Involve yourself: do the first role-play, make mistakes, feel a bit self-conscious and talk about it. This models good role-play techniques, as well as legitimizes students' anxieties about performing in front of peers.

--Ask for volunteers: encourage, but don't coerce. Make sure everyone gets a chance.

--Try to create realistic experiences which are comprehensible and identifiable for students.

--Encourage students to think up their own role-play situations.

--Encourage students to play unfamiliar roles--e.g., parent, employer, teacher--and to try out new strategies for solving problems.

--Make sure the decision-expectations of the role-play are clear: what should happen by the end of the interaction?

--Be clear about behavioral expectations. Sometimes self-consciousness leads to endless silliness, which in turn can destroy the constructiveness of the role-play technique. Help students discriminate between being silly and having fun.

--Follow up the role play with an evaluation that includes reflecting on the accuracy of the roles portrayed, the decision reached during the role-play, etc. As elsewhere in this curriculum, the balance between structure and flexibility is an important element for success.

Debates. Being able to see both sides of an issue is an important skill. Debating the pros and cons of drug use and abuse will offer students practice in communicating their ideas and feelings in a concise and structured manner. It can be informal and spur-of-the-moment between 2-4 people or the debate can be planned and prepared for as a larger project.

Students should be urged to work cooperatively with one another in preparation for their side of the debate. Students left over can vote on which side has convinced them. If your students respond to competition, a tally of debate wins can be kept and a prize rewarded to the group that is consistently convincing.

Collages. Students seem to love making collages. This activity requires the teacher to collect materials (magazines, newspapers, paper, scissors, glue, etc.) in advance. The collages serve as a form of personal expression and an excellent basis for group discussion. They also can be nice decorations for a classroom. When discussing the collages, students should be encouraged to analyze and articulate their reasons for creating what they did. Collages are a good activity for independent or group work.

Review. Most lessons have a short set of questions designed to consolidate factual information. If your students respond well to written work, this activity will fill that need. The questions can also be discussed orally or given as a homework assignment.

## Five Steps to Make a Decision

One of the core skills in the Adolescent Decisions curriculum is a simple strategy for making decisions about a range of issues. We have called this strategy, Five Steps to Make a Decision; we have tried to include this process in a number of different lessons and formats throughout the curriculum. One lesson of the module, Decisions and More Decisions is focused solely on the 5 steps. (For more information about the Five Steps and their relationship to issues of self-discipline and classroom management, see Brion-Meisels, Decision-making and self-discipline: Some suggestions for preventative classroom interventions; Adolescent Issues

Project, Manville School, 1981.)

Briefly, the 5 steps are as follows:

(1) Label the decision that needs to be made. It is important for students to accurately define the decision they need to make, before they can successfully begin to develop solutions. Labeling the decision in a way that is accurate, constructive and comprehensible is often a challenging task for teachers as well as students.

(2) Think up two or more solutions. Many adolescents get stuck because they can only think of one way to solve a problem; if that strategy fails, they are stuck. This exercise is designed to help students think of alternative solutions. It is helpful for individual students and it also provides a consistent way for students to help each other as part of a group because multiple solutions come more easily in a group discussion.

(3) Think about the consequences of each solution -- for yourself and others. Adolescents often make poor decisions because they have failed to anticipate the consequences of their behavior for themselves or others. The 5-step model emphasizes that every decision has a consequence. Anticipating consequences helps build self-reflection and perspective-taking skills, as well as providing practice for real-life problems that will arise in peer, parent and work settings.

For some students, we have found it helpful to formalize this part of the process, by using a table structure that is filled out -- like this:

The Problem:

| Solution | Possible Consequences |
|---|---|
| 1. | a. |
| | b. |
| | c. |
| 2. | a. |
| | b. |
| | c. |
| 3. | a. |
| | b. |
| | c. |

(4) Choose the best solution. Every decision process must end in an action-choice -- for example, to smoke or not to smoke, to apply for a job or not, etc. Through role play, discussion, and exercises, we have tried to encourage students to practice making decisions -- and then acting on them.

(5) Evaluate the decision. The final step in the process is to evaluate how well the decision (solution) worked. Did the strategy for resolving a conflict with a parent work well or poorly? What would you change next time? We have tried to encourage students to think about making decisions as a process that requires constant evaluation, self-reflection, experimentation, and change. The Five Steps are intended to provide one framework to help improve this process.

Around My Way. Adolescents often have difficulty finding a balance between never wanting to talk about personal experiences and concerns (on the one hand) and always, impulsively, talking about what has happened to them. "Around My Way" is designed to encourage a safe, balanced, and constructive sharing of personal experiences.

The activity has several functions. First, it legitimizes students' life experiences outside of school and helps connect school-family-neighborhood experiences into one broad picture. This in turn helps show students how the skills they are practicing in the curriculum can be applied outside of school. The invitation to share personal experiences also indicates that the teacher values the ideas that students bring to the class -- although the teacher may disagree with those ideas. Connecting and valuing student experiences are helpful in motivating students to participate and work in the classroom.

Second, the activity provides a safe, predictable and time-limited opportunity for students to share personal concerns, opinions and ideas; to tell stories, use street words, act-out a bit, and generally take a break from the difficult task of problem-solving that is the core of the curriculum.

Third, the activity offers an excellent opportunity to practice listening and communication skills. Fourth, it helps build tolerance for differences: different experiences, values, and stories become part of the fabric of the classroom interaction, and can become a more accepted part of the general interactions among students. This process reinforces an important core concept of the curriculum.

"Around My Way" should last no longer than ten minutes. It can be used as a regular part of the curriculum, as an option or choice for students, or as a teacher-planned change of pace. It is important to keep stories related to the topic of the lesson; but it is equally important to let each student who chooses, have his/her turn.

*Class Evaluation*. The last section of each class period should be used to evaluate the lesson. Two areas of focus are: (1) the *content* of the lesson (whether the students found it interesting? difficult? boring? what did they learn? How would they like to change it?); (2) *process* of the class (how did the students get along? were expectations fair? were people sharing ideas? would you like to change the activities to include (more role play? less role play?). Each student should have the opportunity to rate the class. In the past, we have used a five point scale, as follows:

Excellent Good Fair Poor

Each teacher should decide whether rating the class is a mandatory part of the student's expectations; or whether, instead, each student will simply be encouraged to participate. We strongly urge use of this activity because it serves the following purposes:

(1) *to provide the teacher(s) with some concrete evaluation* -- information about how the students responded, in the here-and-now, to each lesson. Although students often say things they may not mean (e.g., "This class stinks"), it is possible to find patterns of response that can help the teacher re-structure the program in response to the students' needs. For example, student evaluations led the first year team to change the lesson plans so as to include more and shorter exercises (rather than 1 or 2 longer activities). It is also possible to analyze *changes* in student evaluation over the course of the year in terms of:
(a) *content* (what kinds of activities do students like? dislike? etc.)

(b) process (do they like role-plays? discussions? filmstrips?) and

(c) participation (do particular students always participate? never? does this change over time?)

These data help the teacher (and the team) improve the program as it proceeds during the year. When changes take place as a result of the classroom evaluations, this should be pointed out to students because it reminds them of their ability to bring about changes.

(2) to encourage students to reflect on their own behavior.

One major goal of the classroom program is to help students become more reflective and analytic about their own behavior. Most students have difficulty accomplishing this self-evaluative task: they depend on others (teachers, parents, peers) to tell them their own worth or they are unable to note their strengths or admit any areas where they need help. The classroom evaluation procedure is a way to provide regular, time-limited, relatively neutral and safe opportunities for self-evaluation and self-reflection. With support, students can make balanced evaluations of their own behavior noting progress as well as problems; and with help, other students can provide peer-evaluation in terms of help needed as well as skills shown.

(3) to include the students in the formulation of program goals and expectations. This is very important, since it provides:

(a) increased motivation to participate (instead of simply to complain, withdraw, or oppose the classroom process);

(b) an opportunity for students to practice using decision-making skills by taking concrete control over their school lives, in a safe, limited but motivating structure;

(c) an opportunity for the teacher to remind students, in a positive manner, of their agreements (rules, expectations), and of student progress (or problems) in living up to these expectations;

(d) an opportunity for the teacher to have students establish expectations so that when students misbehave, the problem can be used as an opportunity to practice accepting responsibility for one's own behavior -- rather than simply rebelling against teacher (adult) rules. In other words the focus is on the students to be realistic about their interest and expectations and to commit themselves to a process.

(4) to provide a concrete ending point to the lesson. This helps students get closure, and provides a transition time to the following classroom period, when students can shift out of their focus on what can be potentially disruptive concerns (e.g., about drug use, sexuality, their own experiences with juvenile courts, etc.). It provides the teacher an opportunity to help students "shift gears" - thereby reducing the difficulties of transition to a new class.

The class evaluation should last no longer than 5-10 minutes. This will be enough time to ask each student to rate the class and give one reason for their rating. The purpose is to help students reflect on their own behavior and offer thoughtful ideas about changing the program.

Supplemental Activities. For some groups of students this curriculum will be too simplistic or too advanced. Many teachers have found the materials very useful as a basis from which to plan their own lessons, others have used the curriculum as is. It is the teacher's responsibility to assess the match between students and the materials.

Some teachers choose to give more tests, quizzes and written work, others focus on the discussion aspects. There are other available curricula, audio-visuals and texts that will supplement these lessons so that they can be appropriate for any age-group. Following the Notes for Teachers is a list of possible supplements to this curriculum.

Uses for the Curriculum. The schools that have adopted this curriculum have used it in a variety of ways. Some sites set aside a few hours per week to deal exclusively with adolescent issues (including Drug Education, Sex Education, Job Skills, Law, etc.). Others have integrated Drug Education into their existent English, Science, or Social Studies programs, using the reading materials as practice in reading, the awareness sections to do cross-cultural analyses, and the pharmacology information to supplement their science courses. Still other places used the materials as a basis for group work, in counseling or activity groups. We hope you will find the materials useful, helpful and enjoyable in whatever format they are implemented.

Summary. The basic goals of this curriculum include process skills and exposure to a relevant set of factual information -- together intended to focus on making personal decisions about the use of drugs. We clearly believe that adolescents need to discuss these issues and practice making decisions about them in a structured, supportive setting. However, we have tried to remain more neutral about value questions related to the use of specific drugs (for example, we have included tobacco and caffeine, as well as marijuana and barbiturates). We have tried to help students think about broader social issues (like peer pressure, the effects of advertising, and the epidemic use of drugs in our culture). However, the basic thrust of the lessons is to provide information for individuals -- and to encourage them to think for themselves about some of the difficult decisions they will face as adolescents. It is our belief that this kind of approach will help adolescents become more responsible as well as more autonomous.

As discussed in the Program Manual, we believe that curriculum is just one of any number of interventions that will fulfill these goals. Combined with a whole-school approach to student decision-making, this curriculum can be a pwoerful impetus toward more thoughtful and responsible behavior among adolescents.

## Resources

For more information on drug use and abuse call or consult the following resources. They can be used to supplement background information for the teacher or serve as additional activity ideas for the groups. They should be ordered in advance to insure their usefulness.

1. The DO IT Now Foundation
   Phoenix, Arizona 85010
   What's available: Pamphlets, booklets chock full of information.

2. The Channing L. Bete Company, Inc.
   200 State Road
   S. Deerfield, MA 01373
   800-628-7733 in Mass., call collect 413-665-7611
   What's available: Scritographic Booklets on all types of drugs use, abuse, alcohol in cartoon format

3. National Clearinghouse for Drug Abuse Information
   5454 Wisconsin Ave.
   Chevy Chase, MD 20015
   What's available: Pamphlets, booklets, film listings

4. Public Affairs Pamphlets
   381 Park Ave. South
   New York, NY 10016
   What's available: pamphlets

5. The American Cancer Society
   219 East 42nd St.
   New York, NY 10017
   What's available: Information on tobacco and smoking.

6. National Institute of Mental Health
Public Information Branch
Chevy Chase, MD 20203
What's available: books, booklets, pamphlets on all types of drugs.

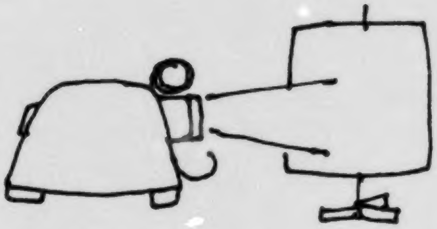
7. National Council on Alcoholism, Inc.
2 E. 103rd Street
New York, NY 10029
What's available: publications on alcohol use and abuse, alcoholism.

8. Boston Center for Alcohol and Health
29 Commonwealth Ave.
Boston, MA 02116
617-267-8553
What's available: Films, library, personnel.

## Audio-Visuals

It is impossible to preview all the excellent films and filmstrips available for use with a drug education program. Most of the companies listed below have a range of materials available for preview, rental or purchase. We urge you to preview and use films and filmstrips as part of your drug education program. Call enough in advance so you can receive their catalogues, and the materials will be useful to your intervention.

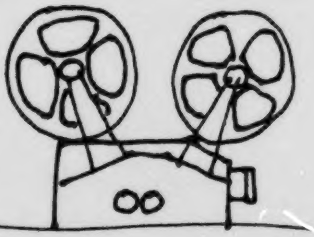
1. Sunburst Communications
   39 Washington Ave.
   Pleasantville, NY 10570
   800-431-1934



2. MTI Teleprograms
   800-323-5343

3. Guidance Associates
   Communications Park
   Box 3000
   Mount Kisco, NY 10549
   800-431-1242

4. Modern Talking Picture Service
   5000 Park St. North
   St. Petersburg, FL 33709



# lesson: Assessment & Introduction

## goals:

1. Complete Student Assessment
2. Determine student needs, interests and expectations

## activities:

**INFORMATION**

Complete Assessment
Review Assessment

**AWARENESS**

Complete Assessment
Review and discuss "Awareness" portions of Assessment
Collage Project--create collages out of magazines, and newspapers; students' view of drug use

**DECISIONS**

Complete Assessment
Review and discuss "Decisions" portion of Assessment
Listing--students make lists of topics they would like to cover in this class.
Evaluate class.

Supplemental: Read aloud current articles about drug use.

## materials:

Included: Assessment (3-part)

Program Manual

Other: Magazines, paper, glue and scissors, for collage, relevant articles

ACTIVITY 1: Assessment

If students are anxious about the assessment, help them realize that it is not a "test". It is designed to help the teacher plan the best course for students without skipping important information or boring students with redundant information. Many students may perform better if the questions are read aloud to them.

Please keep all assessments to serve as a pre-test which can help evaluate the effectiveness of the course. You will probably want to use the assessment results as guidelines for determining the direction, form and content of the drug education module.

ACTIVITY 2: Collage

Students seem to enjoy making collages and can use their product as a safe discussion starter. The activity of creating a collage is often a nice first-step toward developing a sense of group. The students can work independently, in pairs or in small groups, followed by a large group discussion of each collage. Possible discussion questions include:

1. Why do people use drugs?
2. Why are some drugs legal and others illegal?
3. Why do we all know so much about drugs?
4. What kinds of messages do we get from drug advertisements?

ACTIVITY 3: Evaluate the Class

See Program Manual

2

## Drug Education Assessment -- ANSWER KEY

### I. Information

1. aspirin, tobacco, diet pills, etc.
2. a., c.
3. a.
4. a., b.
5. all
6. a., c., e.
7. b.
8. a., c.
9. c.
10. c.
11. c.
12. a., b.
13. a.
14. b., c.
15. c.
16. b., c., d.
17. all
18. c.
19. a., b., d.
20. c.
21. d.

### TRUE OR FALSE

1. True
2. True
3. True
4. True
5. True
6. False
7. False
8. False
9. True

### II. AWARENESS

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True
11. False
1[illegible] True
13. True
14. True
15. False
16 False

FILL-INS

1. On television, in magazines, from parents and peers, etc.
2. Advertising in magazines and on television
3. library, teacher, parent, clinic, doctor, etc.

MULTIPLE CHOICE

1. b., c.
2. no specific answer
3. b.
4. all
5. a., b., d.
6. no specific answer

## III. DECISIONS

These questions are designed to assess students' depth and range of thinking.

The "incorrect" answers are more obvious than the "correct" ones, so it is difficult to develop an answer key. Instead, use the questions and answers to evaluate your students' levels of understanding about these issues.

# DRUG EDUCATION ASSESSMENT

Directions: For many of the questions there is more than one right answer. Circle whichever answers you think are right. Don't forget: Circle as many answers as you think answer the questions. Have fun. Take your time. . . .

Name ______________________________

Date ______________________________

## PART I. INFORMATION

1. Name two drugs you can buy without a prescription:

   1. ______________ 2. ______________

2. Caffeine is found in:

   a. aspirin b. coffee c. wine d. marijuana

3. Caffeine makes you feel:

   a. awake b. sleepy c. hungry

4. Too much caffeine can be dangerous because it:

   a. makes you nervous b. hurts your heart

   c. puts you to sleep

5. Alcohol makes you feel:

   a. happy b. lonely c. angry d. tired

   e. friendly

6. Alcohol can be dangerous to your:

   a. liver b. car c. job d. teeth e. family

7. The drug in tobacco is:

   a. caffeine b. nicotine c. PCP

8. Tobacco is dangerous to your:

   a. lungs and heart b. mind c. mouth

9. It is very dangerous to mix alcohol with:

   a. tobacco b. marijuana c. barbiturates

10. Which drug is legal?

    a. cocaine b. marijuana c. tobacco d. heroin

11. When glue, paint or freon are sniffed to get high, they harm __________ cells.

    a. bone b. skin c. brain

12. Breathing chemicals is dangerous because:

    a. it hurts your brain b. you forget where you are
    c. they cost a lot of money

13. The street term for PCP is:

    a. angel dust b. snow c. junk

14. The possible effects of PCP are:

    a. loss of hearing b. death c. getting scared
    d. venereal disease

15. One street term for amphetamines is:

    a. blow b. dust c. speed

16. People take amphetamines to:

    a. go to sleep b. lose weight c. forget their problems
    d. get energy

17. Amphetamines are dangerous because:

    a. you don't sleep enough    b. they cost a lot

    c. they make you nervous

18. One street term for barbiturates is:

    a. whites    b. acid    c. downers

19. The possible effects of barbiturate use are:

    a. death    b. relaxed feelings    c. feeling awake

    d. addiction

20. Tranquilizers are safe if:

    a. you use them all the time    b. you drink coffee with the

    c. you use them only the way your doctor says to

21. Which has more alcohol?

    a. a glass of wine    b. a can of beer

    c. a shot of whiskey    d. all the same

## TRUE OR FALSE

1. Amphetamines are addictive. . . . . . . . . . .TRUE FALSE
2. It is easy to overdose on tranquilizers. . . TRUE FALSE
3. Nicotine is addictive . . . . . . . . . . . . . TRUE FALSE
4. People can overdose on cough syrup . . . . . .TRUE FALSE

5. Barbiturates and alcohol together are deadly. TRUE FALSE

6. Alcohol makes you feel more alert and awake. . TRUE FALSE

7. If you only drink beer, you can't become an alcoholic. . . . . . . . . . . . . . . . . . . . TRUE FALSE

8. Cocaine is a safe drug to use. . . . . . . . . . TRUE FALSE

9. Acid and mescaline are usually chemicals made into pills. . . . . . . . . . . . . . . . . . . TRUE FALSE

## Part II. AWARENESS

### True or False

1. Getting into sports is one way some people try to cut down on drug use. TRUE FALSE

2. Every alcoholic knows that they are an alcoholic. TRUE FALSE

3. Someone who does not do drugs is not cool. TRUE FALSE

4. A person can use alcohol in a healthy way. TRUE FALSE

5. An addict can be a happy and healthy person. TRUE FALSE

6. There are programs and clinics that help people kick almost any habit (smoking, drinking, gambling, etc.). TRUE FALSE

7. Some pushers are women. TRUE FALSE

8. The best way to relax and really feel good is with some kind of drug. TRUE FALSE

9. All pushers need money. TRUE FALSE

10. There are healthier ways to get rid of a headache than by taking aspirin. TRUE FALSE

11. You can be sure about what is in a drug that you find on the street. TRUE FALSE

12. You can have a lot of fun if you don't take drugs. TRUE FALSE

13. Lots of people, of all ages, in the U.S., smoke marijuana. TRUE FALSE

14. Heroin is a very expensive drug. TRUE FALSE

15. Marijuana is legal in some states. TRUE FALSE

16. If you are an adolescent, you probably have a drug problem. TRUE FALSE

## Fill in the Blank

Directions: Please write your answer in the blank spaces.

1. Name 2 ways that people get the message to use drugs (over the counter or illegal).

2. Name one kind of drug-pushing that is legal.

3. Name one resource you can go to for some information about drugs.

Directions: Please circle your answer(s).

1. Pushers sell drugs in order to:
    - a. make people feel good
    - b. make money
    - c. make friends

2. Which ones are OK reasons for drinking alcohol?
    - a. escape problems
    - b. feel better, relax
    - c. celebrate with family
    - d. tastes good
    - e. feel mature
    - f. peer pressure
    - g. drink with a meal
    - h. be popular

3. To be addicted to a drug means:
    - a. you take it sometimes
    - b. you think you need it to be happy and feel good
    - c. you can die without it

4. People smoke because:
    - a. their friends do
    - b. ads say to
    - c. to relax
    - d. it looks cool

5. The worst thing about smoking cigarettes is:
   - a. it is expensive
   - b. it is harmful to your health
   - c. it is illegal
   - d. it makes your breath smell

6. Circle the three most important reasons for why you think people use drugs.
   - a. because their friends do
   - b. because they have nothing else to spend money on
   - c. because advertisements, movies and T.V. say it's cool to
   - d. because they have no one to talk to about their problems
   - e. so they look better

7. Do you think people need to learn about drugs? Yes No

8. If yes, they should learn about drugs from:
   - a. their friends
   - b. their parents
   - c. their teachers
   - d. television
   - e. advertisements

## Part III. DECISIONS

1a. Your friend wants you to try some pills.

The best reason for not trying them is:

- a. you might get caught
- b. you might get addicted
- c. you don't know what the pills will do to you
- d. it's against the law to take pills

1b. Why would someone take them?

- a. to feel good
- b. it is cool to take pills
- c. your friend will think you are chicken not try them
- d. you think they will make you feel better

2. At a party, an older kid passes out from mixing alcohol and downers. The best thing to do is:

- a. call the police
- b. ask a friend to help bring the kid home
- c. get out of there - it's not your problem
- d. give the kid some coffee
- e. let the kid go to sleep
- f. call a drug clinic or hospital

3. Circle places where a person should definitely not experiment with drugs.

- a. street
- b. home
- c. subway station
- d. party
- e. friend's house
- f. school

4. When you decide whether or not to use a drug, you need to think about:
   a. what kind of drug
   b. who you are with
   c. where you are
   d. how you feel
   e. what your friends will say
   f. what you want to do

5. Name 3 things you can do if you are worried and tense, besides use a drug.
   a. ____________________
   b. ____________________
   c. ____________________

Directions: Please use this space to write anything else that you would like to about drug use.

## What Shall We Learn?

Put an X next to the topics you want to study.

_____ Marijuana

_____ Alcohol

_____ Tobacco (Cigarettes and Smoking)

_____ Alternatives to Drug Use

_____ Why People Use Drugs

_____ Drugs and Advertising

_____ Drug-Pushing

_____ Legal Drugs

_____ Street Drugs

_____ Laws About Drugs

_____ Peer Pressure

_____ How to Decide About Drug Use

_____ Other (list drugs you want to learn about):

## lesson: A Day in the Life of an Over-the-Counter Drug User

## goals:

1. To introduce students to the widespread use and acceptance of drugs in our society.

## activities:

### INFORMATION

Words to Watch

Over-the-Counter brainstorm

"A Day in the Life of an Over-the-Counter Drug User"

### AWARENESS

"A Day in the Life..."

"Things to Think About"

### DECISIONS

Create an Original Story

Gene's Alternatives

Evaluate the Class

## materials:

Included: Word to Watch
"A Day in the Life..."
Things to Think About
Manual

# Notes for Teachers

LESSON: A Day in the Life of an Over-the-Counter Drug User

Activity 1: Words to Watch

A. Pass out the "Words to Watch" page. Review if necessary.

Activity 2: Over-the-Counter Brainstorm

A. Write the words cough, headache, acne (skin problems) and overweight on the board.

B. Ask students to call out names of products that are available as medication for each of these problems.

C. List them under each word heading.

D. Tell students that the story we will be reading will use lots of product names.

# Notes for Teachers

LESSON: A Day in the Life of an Over-the-Counter Drug User

Activity 3: "A Day in the Life of an Over-the-Counter Drug User"

A. It is helpful if the teacher reads this chapter aloud. A number of fill-in spots require that the teacher read beyond the fill-in to get the whole feeling for the phrase.

You may want to take 2 or 3 suggestions for each fill-in.

B. Teacher reads aloud as students read along.

C. At each fill-in spot, the teacher asks students to suggest some produce names for Gene's morning routine.

D. Students write the product names into their chapter.

Activity 4: Things to Think About

Options for these questions include:

A. Class discussion

B. Written review exercises

C. Role plays (especially questions #1 and #5)

D. Brainstorm

Activity 5: Original Story

Students may enjoy creating (written or verbally) a new story in which the drug user is a female or an elderly person, etc.

Activity 6: Gene's Alternatives

A. Review the word "alternative".

B. Ask students to generate ideas for alternatives to each drug product Gene used. List these or do it quickly as a brainstorm.

C. Return to "Over-the-Counter brainstorm" activity. Ask students to list "cures" to the four problem areas aside from drugs.

Activity 7: Evaluate the Class (see Program Manual)

A Day in the Life of an Over-the-Counter Drug User

## WORDS TO WATCH

Cough

Expensive

Headache

Machine

Muscles

Noticed

Relaxing

Remainder

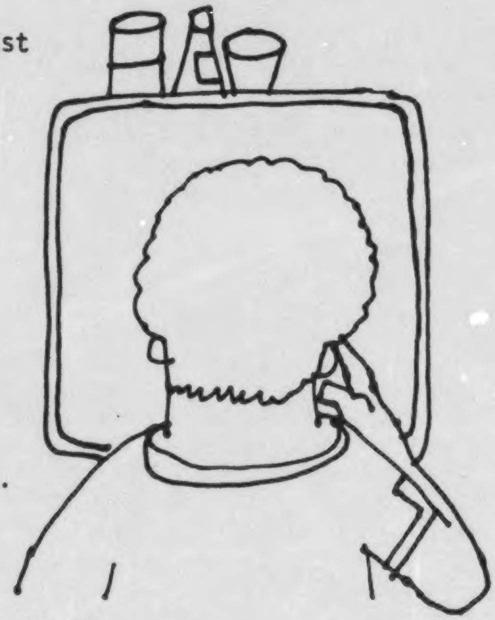
Sex Appeal

Weight

Weird

## A Day in the Life of An

## OVER-THE-COUNTER-DRUG-USER



It's Monday morning. The radio alarm goes off at 6:30 and wakens Gene Kramer. He has a slight headache from staying out late partying the last few nights, and so he lies in bed a few minutes. Gene has a hard time relaxing, because he has to be at the Domino Sugar Plant by 8:00, and besides, his cough is acting up again. So he crawls out of bed and stops at the medicine cabinet for some ______________________ for his hangover before going into the kitchen to put water up for the

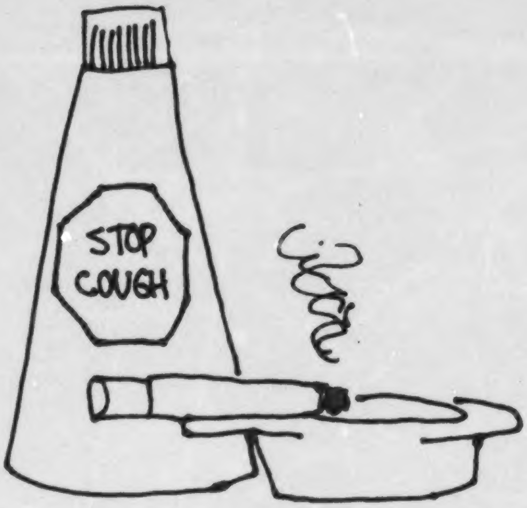
__________________________.

Gene is able to shower, shave, and brush his teeth in record time. As he is drying himself in front of the mirror, he sees a sorry sight. "Where did I get those pimples from?", he asks himself in between coughs. "It must be all the chocolate and pizza I ate this weekend. I'd better put some of that

____________________ on my face. Uh, oh, almost

(cont. on next pg.)

empty. I wish this stuff wasn't so expensive. Gee, I'm almost 24. It



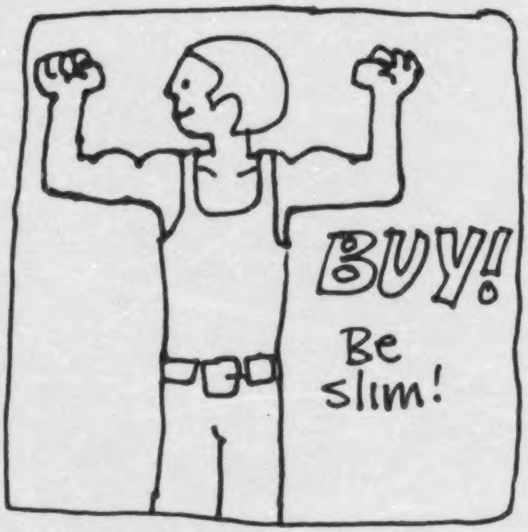
seems like I've been using this stuff for years! And this stupid cough. Seems like I've had it forever too! Where is that

______________________________?

Boy, this is almost gone too! It's expensive to have a cough. O.K! I'm gonna quit smoking for sure this time.....right after I lose a few of these extra pounds. Might as well try some of those ______________________________________________ again, to speed up my weight loss, so I can stop smoking sooner. I'd really like to look like that guy on this package -- no flab, all muscles.

All right, so it will be a while 'til I can look like him, but at least I can do something about these pimples right away. I'll just cover them up with some

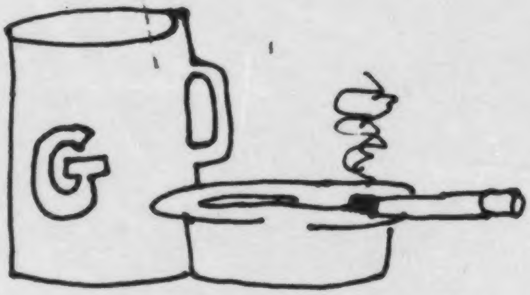
___________________________________.



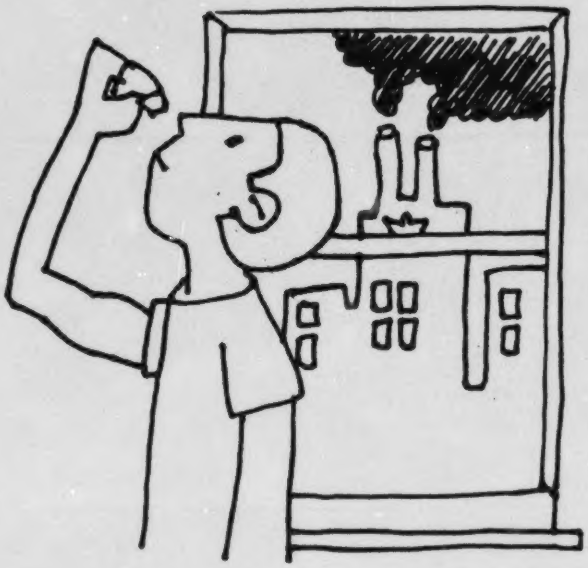
What would I do without this stuff?

Remember that first night I met Arlene......she never would have looked at me if I didn't have this stuff on.

"And speaking of sex appeal, I'd better not forget the old ____________________ if I don't want people to be talking about my breath. And speaking of smell, can't forget to slide a little of the old ________________ under the pits. There's nothing worse than being able to smell someone!" After looking at himself with a sigh, and dabbing a little ______________ on his neck, Gene got dressed.

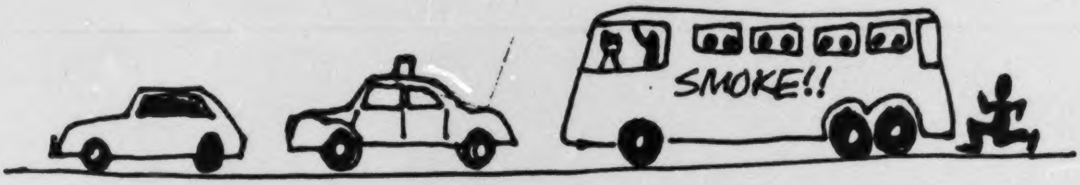


At the breakfast table, Gene sat down with the newspaper, a cup of __________________ and lit his ________________. He was about to tear open a few packages of __________________, which he gets free from the plant, when he heard an ad on the radio for ____________________. The ad said that it tasted just like ____________________ but wasn't fattening. "O.K.", thought Gene, "I'll have to pick up a package after work today." After skimming the ads in the paper, Gene put out the remainder of his ______________ and got up to leave.



At the mirror by the front door, Gene checked his hair. While he was combing it, he noticed those awful red lines in his eyes. He quickly ran back to the bathroom and got the ______________________. As he was squirting it in his eyes, he wondered, "I never noticed these lines before I began living in the city. They seem to burn a lot too. Well, better store up on this stuff too."

By the time Gene left his house, he knew he was going to be a little bit late. But he felt too weird to run to the bus stop. He wasn't tired, but he felt a little sluggish, and a little jittery too. "Guess I should stop off and get some more coffee on the way. I can't be falling asleep on the job today. Not with the foreman checking me on that new packaging machine. Might as well pick up a few donuts for lunch while I'm at it too. That way I can eat right on the job and impress the old foreman with what a good worker I am, and maybe get that promotion soon. "Hey, there's my bus! I feel too queasy to run for it! Boy, I wish it was Friday alrady!!". . . . . . . . . . .



Decisions About Drug Use

# lesson: Symptoms and Causes

## goals:

To begin to understand the difference between a symptom and a cause.

## activities:

**INFORMATION**

Term Definition

Symptom and Causes Questions

Symptoms and Causes and Treatment Chart

**AWARENESS**

Things to Think About

Alternatives Review

**DECISIONS**

"How Would Gene Feel If. . ."

Class Evaluation

## materials:

| | |
|---|---|
| Included: | Review Questions<br>Things to Think About<br>"A Day in the Life of an Over-the-Counter Drug User" (previous lesson) |
| Other: | Dictionary<br>Paper for Charts |

# Notes for Teachers

LESSON: Causes and Symptoms

NB: Please be sure to review the previous lesson before going on to this one.

## Activity 1: Term Definition

Ask students to define "symptom" and "cause" and/or look them up in a dictionary.

## Activity 2: Symptoms and Causes Questions

Pass out the question sheet.

These questions can be done orally or as a written exercise.

## Activity 3: Symptoms, Causes and Treatment Chart

A. Follow the same format as in the previous activity.

B. Students will think of ten symptoms prevalent in our society, then some treatments for them, and the causes.

C. This exercise can be done individually, and in small or large groups.

## Activity 4: Things to Think About and Alternatives

A. One goal of this activity is to help students think about "treatments and symptoms" as one kind of daily decision. The 5 steps can be used to help students think about the consequences (cost, health issues) of different treatments (decisions). Emphasize that drug use is a decision and that there are alternatives.

B. Pass out the questions to students. They can be explored in a group discussion or as a written exercise.

C. Alternatives to use of medication: relaxation, exercise, changes in diet, talking/counseling, massage, shift in routines

1. For example:

| symptom | treatment |
|---|---|
| cough | stop smoking |
| acne | stop eating donuts |
| overweight | exercise more |

Activity 5: How Would Gene Feel If. . .

A. Choose 5 of Gene's symptoms.

B. Discuss or Role Play how Gene might feel if he didn't use a drug to treat his symptoms.

C. Discuss the consequences to Gene's day of not using any of the drugs.

Activity 6: Evaluate the Class

(See Program Manual)

## SYMPTOMS AND CAUSES: QUESTIONS

1. What does symptom mean? ______________________________________________

_____________________________________________.

What does cause mean? _________________________________________________

_____________________________________________.

(Use dictionary if necessary)

2. Give an example of a symptom and its cause.

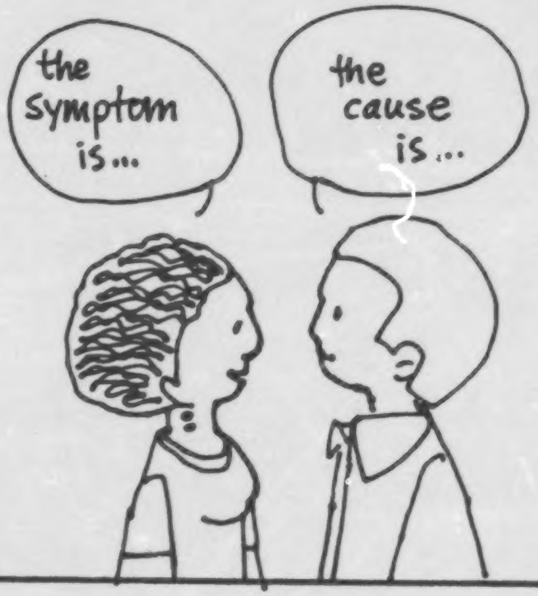
3. On the top of a piece of paper, write these 3 headings:

Causes Symptoms Treatments

4. Under "symptoms", make a list of at least 5 of Gene's symptoms. (Look back at the story if you need to.)

5. Under "treatments", list the way that Gene treated those symptoms.

6. Now here comes the part that takes some THINKING. Look at each symptom and try to figure out what may have caused it. List these under the first column. (Hint: sometimes coughs are caused by smoking.)


the symptom is...
the cause is...

## Things to Think About

A. How did Gene treat each problem? Why do you think he chose those products?

B. Did Gene's treatments deal with the symptoms or the causes?

C. What usually happens if a person only treats the symptoms of a problem?

D. Think of the drugs which are advertised on T.V., radio, magazines, etc. Do they usually deal with the symptoms or causes? Why? Which kind of treatment would make them the most money?

* * * * * * * * * * * * * * *

## Alternatives

### What Else Can Gene Do?

1. Try to think of another treatment for each of Gene's problems.
2. Are your ideas dealing with the symptoms or the causes of Gene's problems?
3. Now think of a way to treat each symptom that doesn't use a drug.

# lesson: Messages and more messages ...

## goals:

To help increase students' awareness of the effects of advertising on their decisions

## activities:

### INFORMATION

Words to Watch

Read "Messages"

### AWARENESS

"We Can Sell Anything" -- a play

Things to Think About

Analyze Advertisements

Creating a Drug Advertisement

### DECISIONS

"Decisions"

Things to Think About

Class Evaluation

## materials:

| | |
|---|---|
| Included: | Messages<br>Review questions<br>"We Can Sell Anything"<br>"Things to Think About"<br>"Decisions"<br>Program Manual |
| Other: | Advertisements from newspapers and magazines |

# Notes for Teachers

LESSON: Messages and More Messages

Activity 1: Words to Watch

A. Review the vocabulary if students need to.

B. Re-focus kids on "Why We Are Doing A Drug Ed. Unit in this School?" Ask kids to volunteer answers; teachers should add theirs as well. (Ask questions like, what is going on in this country, city, school that would make us want to talk about and give information about drugs.)

C. Make sure to include that there are a lot of messages about drugs all around us and we want to try to be aware of them so that we can make decisions for ourselves and others without being very influenced by this. Ask and write answers on the board. What are some of the ways we receive messages to use drugs?

D. This lesson is about all the messages we get about drugs, particularly from the media.

1. Ask What does media mean? (Definition: a way of giving a message). Sometimes we don't even realize that these messages are around (like being brainwashed and not knowing it).
2. Ask: What are some types of media? (newspapers, radio, T.V., billboards).
3. Now let's look at some of the messages that drug companies are giving to us.

Activity 2: "Messages"

Read this chapter as a group or individually. Go over questions within the text.

Activity 3: Analyze Advertisements

A. Pass out an ad to each student. (Alcohol and tobacco ads are easiest to obtain.)

B. Ask students "What are all these ads selling?"

"How do these ads get us to buy the product?

C. Ask students, "Does this ad really have anything to do with the produce the ad is selling? Does it give you any truthful information?

D. Ask students if they can see anything else about the ad they want to add.

E. Try to get some animated discussion going. "What is this ad trying to get you to do? Why do they want you to do it? Are you going to do what they want you to do?

F. Ask students if any of these ads show old, tired, regular looking or sick people. Why not?

G. Stop this activity before students get tired of it. You can do others on another day.

Activity 4: "We Can Sell Anything" -- a play

A. Introduction: Now we are going to look at how some of these ads are made.

B. Assign each student a part listed on first page of the play.

C. Read the play together.

D. Discuss these questions:

1. Could "We Can Sell Anything, Inc." have used the same ad for another product?
2. Does this ad really have anything to do with Harley's? How do you know?
3. Do you think that it is "fair" for companies to be able to use these kinds of ads?

### Activity 5: Things to Think About

There are many questions on this students worksheet. You may choose to discuss them as a group, write them up individually or divide the questions among the group.

### Activity 6: Creating Ads

A. Students, individually, in pairs or as a group may want to make up their own advertisements.

B. They may want to role play the ads.

C. Perhaps one group can try to make serious ads and the others work on ridiculous ones, then compare them.

### Activity 7: "Decisions"

Read the "Decisions" chapter, as a group or individually.

### Activity 8: Things to Think About

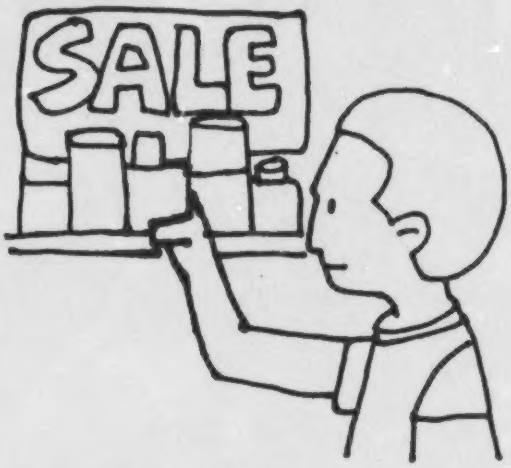
These questions can be dealt with by discussing them, role playing, etc.

### Activity 9: Evaluate the Class

(see Program Manual)

## Messages and more messages

How did Gene know that alka seltzer would help his hangover, that eye drops would "get the red out", that diet pills would take off some of those extra layers?



Many people expect drugs, liquor, or tobacco to help them change parts of their lives. People use these products every day, like Gene. These people are part of a drug culture. In a drug culture, people use over-the-counter drugs, prescription drugs, alcohol, coffee, tobacco, and illegal drugs. It would be very hard for people like Gene to give up the drugs they use, because they are so used to them, and because wherever they look, they can find an advertisement which says that a drug can help them.

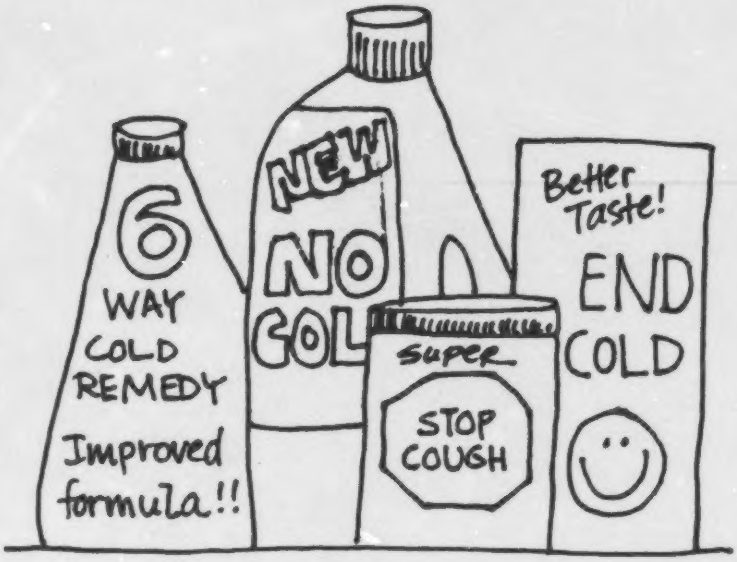
How did you know the names of the brands that Gene used?

## What is an advertisement?

An advertisement (or an "ad") is something that is used to help sell a product. A business hires people to come up with ideas that will convince people to buy their product. Ads are on T.V., radios, billboards, magazines, newspapers, etc. They are often called commercials.

## Why do companies use ads?

When you go into a store to buy something, you can usually find more than one brand to choose from. In a drug store, you might find 10 different brands of shampoos or creams, many different brands of aspirin and cold medicines. Each business wants to make the most money. So, each will try to come up with the best kind of ad. The best kind of ad is the kind that convinces people that their product is better than anyone else's. Do you think that one kind of aspirin is better than another?

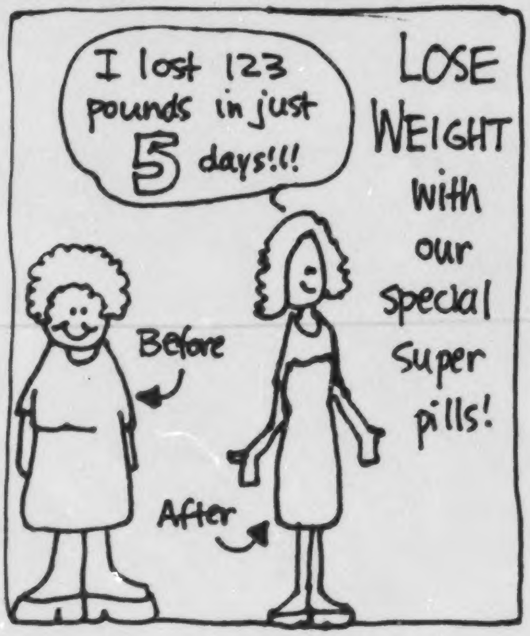


Try to think of an ad (beer, shampoo, toothpaste, etc.). What does it say the product will do? What do the people look like and sound like? What kind of music or pictures are used? Why have they chosen them? What are they trying to say?

## How do drug companies use ads? Hidden messages

The messages we get from ads are not always obvious. There are many different ways to try to make a product look good. For example:

1. Soft drink commercials have popular music and attractive people. They don't mention ingredients.
2. Fast food restaurants show lots of happy families. They don't tell HOW their food is made.


I lost 123 pounds in just 5 days!!!
LOSE WEIGHT with our special super pills!
Before
After

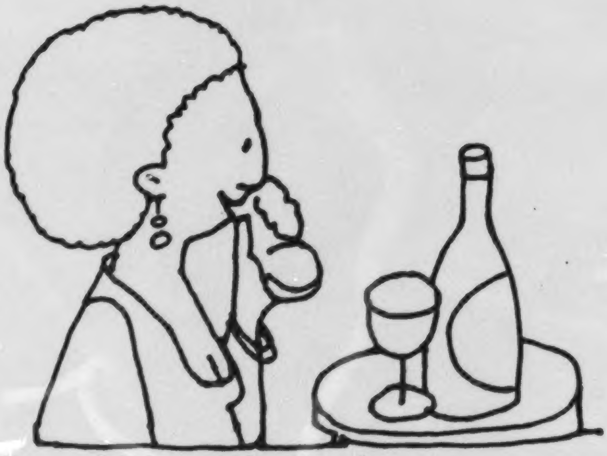
3. Cigarette ads show handsome, happy people. They don't show people coughing. They don't speak about lung cancer.
4. Diet pill ads say that they help people lose weight. They don't mention the bad side-effects.

Why do you think ads leave out some kinds of information?
Have you ever seen a warning label on a pack of cigarettes?
What does it say? Why is it there? Do you think it is good that it is there?
Do you think that cigarette ads are truthful?

When you look through a magazine or watch T.V. you will see many ads for over-the-counter drugs, liquors or cigarettes.

These ads often try to tell you that you can solve many problems by using their product. Here are some ads. Do you recognize them? See if you can match the ad with the product.

## Match the ad with the product!



| Ad | Product |
|---|---|
| 1. "The world is getting tougher so we got stronger." | a. Ultra Brite |
| 2. "This gives me sex appeal." | b. Sominex |
| 3. "Do you have trouble sleeping?" | c. Coffee |
| 4. "Come over to my house because I'm drinking. . ." | d. Excedrin |
| 5. "I can't begin the day without a good cup of . . . ." | e. Harvey's Bristol Cream |

## Things to Think About -- Awareness

There are a lot of messages about drugs all around you. Here are some questions to ask yourself about these messages, to help you make decisions which are good for you:

1. Think about the messages you get from the ads around you:
   a. Have you ever bought something (or wanted to buy something) because an ad convinced you to? What was it?
   b. What about the ad convinced you?
   c. Have you ever been fooled by any of the hidden messages in an ad?
   d. Who benefits from convincing you to buy the product?
2. What about our culture is like a drug culture? Think about these things:
   a. Why do people at parties usually drink liquor?
   b. Do you know of people who look forward to certain times of the week or the day when they can smoke cigarettes, marijuana, or use another kind of drug?
   c. When people think of having a good time, why do they often think of intoxicants?
   d. Why are drugs often used at Rock 'n Roll concerts?
   e. When teenagers talk about their drug use, do they talk as if it is "cool"? What makes people think that it is cool to use drugs?
3. Pretend that you've grown up in another "culture" (like Native American, Asian, or African). You just moved into your neighborhood. All of your new friends have medicine cabinets, other drugs. Ask your friends why they use drugs so often. What are their answers?

## Decisions

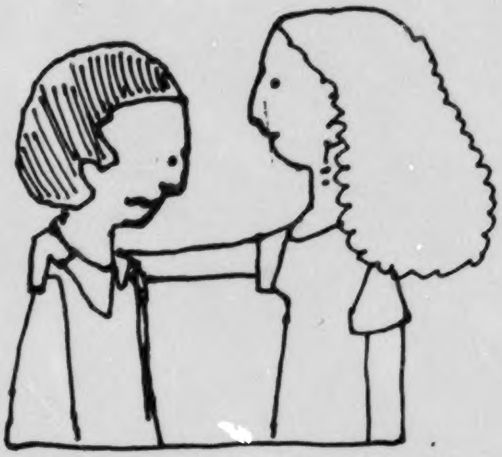
When you live in a drug culture, it is hard to make decisions that are good for you. Every day, you receive a message from an ad or a person to use a drug. When you receive these messages day after day, you begin to not notice them. And you begin to not question the decisions you make.

For example: many people are very careful about the food they eat. They only buy food from stores or people with carts. Yet these same people would buy drugs from a person on the street who they may not even know or when they don't know who has handled them. Would you buy food from a person who came up to you and said, "Hey, I got some really good donuts, real sweet and fruity. You want to buy some?" People forget that drugs go into their body the same way food does.

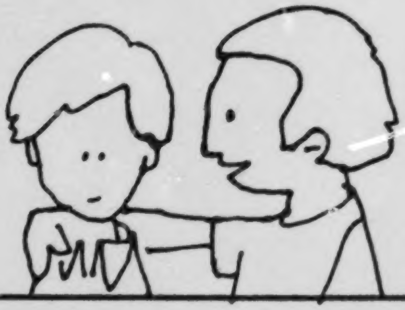
## Peer pressure

Ads are not the only things which try to convince people to do things. Everywhere you look, you can find a message about what you should or shouldn't do. Another place where you might get the message to take drugs is from your friends. Sometimes friends try to convince you to do something. Sometimes you feel like you should do it because you feel EVERYONE ELSE IS. This is called peer pressure.

Peer pressure is normal. Most people, especially teenagers, feel it. Sometimes the pressure can be helpful.



For example: friends can help each other to be outgoing. Sandy might say to her shy friend Bill, "Oh, come on, go to the party! You'll have a good time! I'll go with you." Bill might feel pressure to go, but the pressure may help him. Sometimes the pressure can make things hard for you -- for example: friends can also say things which may not help each other. If Frank doesn't like school, he may tell his friend Arlene who enjoys it, "Don't do your school work! That's baby



stuff. Come out with me and we'll *have a real cool time."* *If Arlene is* unsure of herself, she might feel pressure to not do her work.

You might get many messages about what to do -- go to school, don't go to school, smoke cigarettes, don't smoke cigarettes. The important thing is for you to make the best decision for yourself.

In most neighborhoods, in most schools, there is some peer pressure about drugs. Just remember that whoever is pressuring you to use drugs, also feels pressured. They have seen the same ads that you have -- over and over again. The ones that say,

"Take this pill, you'll feel better"

"Take this pill, you'll lose weight"

"If you drink this kind of liquor,
you'll be sexy"

"If you smoke this cigarette, you'll
be cool"

## Things to Think About -- Decisions

1. Drug use is one way that people have learned to relax or forget their problems. Why do you think that many people need something to help them deal with their lives? What would be an alternative solution to a drug? How else can a person learn to relax or deal with their problems? Does drug use help problems to go away?

2. Act out this situation and discuss the outcome:

   Teen:

   I've been in school all day
   and boy, does my head hurt!
   My teachers kep telling me
   to hurry up. The lunch room
   was so noisy you couldn't
   hear yourself chew. Lunch was so cold
   I couldn't eat it. And my best friend
   got mad at me for forgetting her
   birthday. I got the biggest headache
   of my life. It's like hammers behind my ears.

   Announcer:

   This is a job for NO PAIN. NO PAIN is the headache pill
   that makes you feel BRAND NEW. Take 2. five minutes later
   your headache will be gone. You'll be able to deal with
   teachers, friends, and parents. TRY SOME NOW. NO PAIN WORKS.

What is this person's problem?
Use the 5-step decision-making model to figure out what he/she should do.

# WE CAN SELL ANYTHING -- a play

## Cast of Characters

Narrator: Reads everything that is in parenthesis, to set the setting.

D.C.: President of The Harley's Bristol Cream Company

Bob: D.C.'s right hand man (the one that really does most of the work)

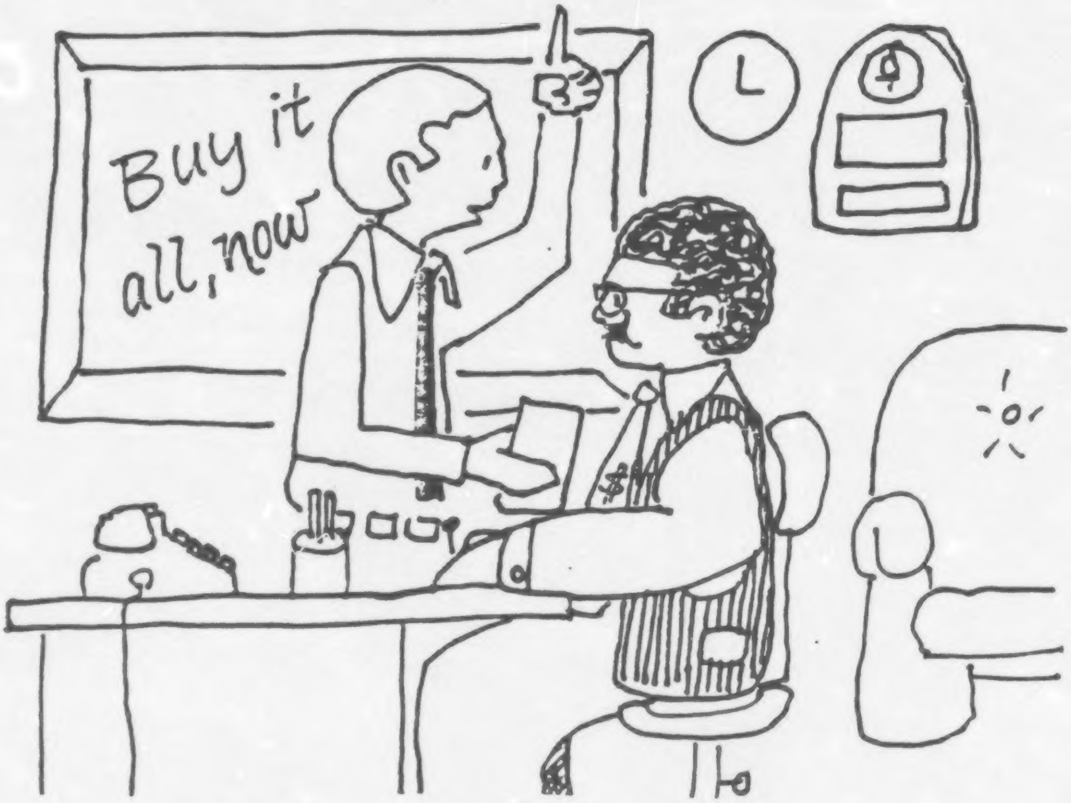
Ray: Salesman for "We Can Sell Anything, Inc."

Hinkley: President of "We Can Sell Anything, Inc."

Model: A T.V. commercial model

## Setting

(The offices of the Harley's Bristol Cream Company. D.C. is sitting at a big desk. Bob is standing next to him.)



## WE CAN SELL ANYTHING

D.C.: Hey, Bob, what are we going to do? Nobody's buying our Harley's Bristol Cream. We've got to figure out a way to make people buy it.

Bob: I know what our problem is D.C. We need a good advertising agency. Let's call "We Can Sell Anything, Inc."!

***Next Day***

Ray: Here we are. "We Can Sell Anything, Inc." to the rescue! How can we help you?

D.C.: We want you to sell our Harley's Bristol Cream. Do you think you can do it?

Ray: Sure. For the right price, we'll sell anything for you. Just like the name says. Once we even got people to spend $35.00 for a pair of jeans, just because we got a beautiful girl to model them.

***Next Day***

(In the office of "We Can Sell Anything, Inc.)

Ray: Okay. Let's use a little S-E-X. Sex can sell anything.

Hinkley: Yeah. A beautiful girl. Sexy clothes. And Harley's is her drink!

Ray: And Harley's makes her even more appealing. It makes her more confident.

Hinkley: Good idea. What's something women are usually afraid to do? Something they would really like to do. Hmmmmm....

Ray: I got it! Ask a guy out!

Hinkley: You're right, by jove! Wherever I go, women are attracted to me. But they're just too scared to say anything.

Ray: Really? Wow. So we'll tell our TV viewers that this lady can ask this guy that she likes over to her house because Harley's gives her confidence. And since Harley's is a drink that rich women drink, it makes it respectable.

Hinkley: Hey, Ray, have you ever tried any Harley's?

Ray: No, have you?

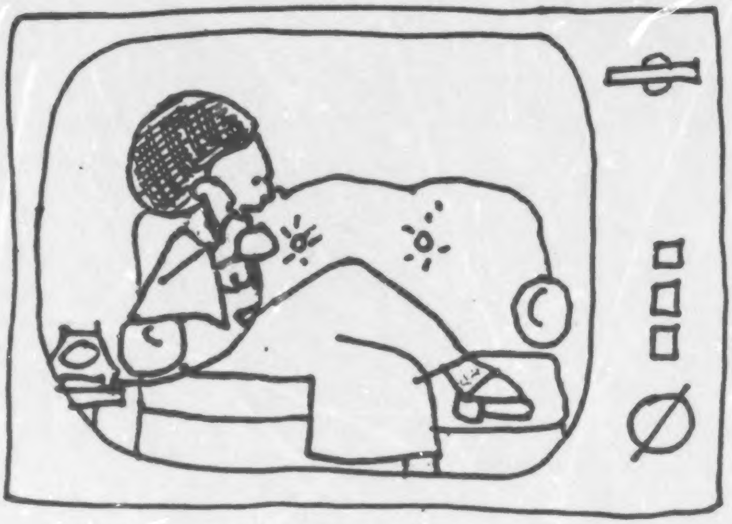
Hinkley: Yeah, it stinks. But that doesn't really matter. We can sell anything!

We can sell any thing!
$

***A Few Weeks Later***

(Setting: A T.V. commerical. A female model dressed in a slinky black gown is sitting with her legs up on a white velvet couch. Fancy furniture and an expensive stereo are in the background. She is talking on the phone.)

**Model**: (talking on the phone) Don't be shy Sally. There's nothing wrong with asking a guy out. Just do it. I'm having Slick over my house tonight and we're having Harley's Bristol Cream. Yeah. Just buy some Harley's and he won't be able to resist.



***That Night***

**D.C.** We did it, Bob. Sales on Harley's Bristol Cream are shooting way up. We'll probably make millions. ,

**Bob**: We are going to have to in order to pay the Advertising Company. They certainly do what their name says!! ..

# Decisions About Drug Use

## lesson: Decisions, and more decisions

**goals:** To learn a simple 5-step strategy for making decisions

## activities:

### INFORMATION

Words to Watch

"Decisions and More Decisions"

### DECISIONS

"Ami"

5-Steps to Make a Decision

Evaluate the Class

### AWARENESS

"Lisa"

**materials:** Included:
Words to Watch
Decisions
Lisa
Ami
Program Manual

Activity 1: Words to Watch

The vocabulary can be reviewed before the lesson is begun, during the lesson or afterward.

Activity 2: "Decisions and More Decisions"

This brief reading reviews the nature of a decision and puts decision-making into the context of daily living.

Activity 3: "Lisa"

Lisa's case presents a model for making decisions that will appear throughout many of the drug lessons. The questions embedded in the text are an easy way to begin exploring the variables involved in making decisions.

Activity 4: "Ami"

Students can practice the 5-step model by using "Ami's" situation. It may be helpful to diagram the 5-steps on the blackboard or ask students to write down their response to Ami's case.

Activity 5: 5-Steps to Make a Decision

Use students' own decisions to practice with the model. Ask students to volunteer situations that the class can work on, or require that each student think of their own decision, then use the 5-steps to come to a conclusion.

Activity 6: Evaluate the Class

(see Program Manual)

# DECISIONS AND MORE DECISIONS

breakfast

cereal

consequence

decisions

evaluate

problem

question

solution

solve

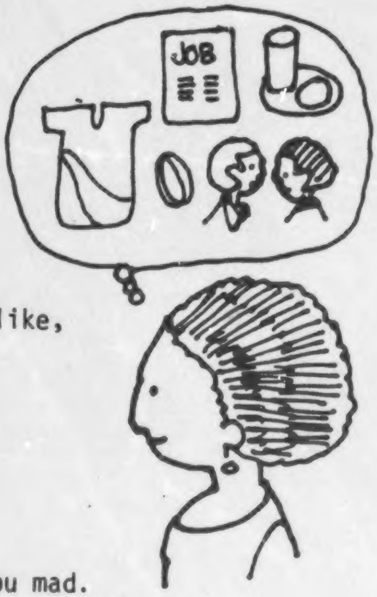
# DECISIONS AND MORE DECISIONS

Every day you make decisions. Some of them are small, like

what to have for breakfast,

which show to watch on T.V.,

what shirt to wear to school.



Other decisions are big and important like,

which summer job to apply for,

which crowd to hang with,

what to do when your parents make you mad.

All of these decisions have some things in common.

1. You have to know what the decision is that needs to be made.
2. You have to decide what to do.
3. You have to be ready for what happens next, as a result of your decision.

Not all decisions are bad or difficult. You might have to decide between two good summer jobs. Sometimes you can think of more than one way to solve the problem. But every decision has a consequence.

The consequence is "what happens next".

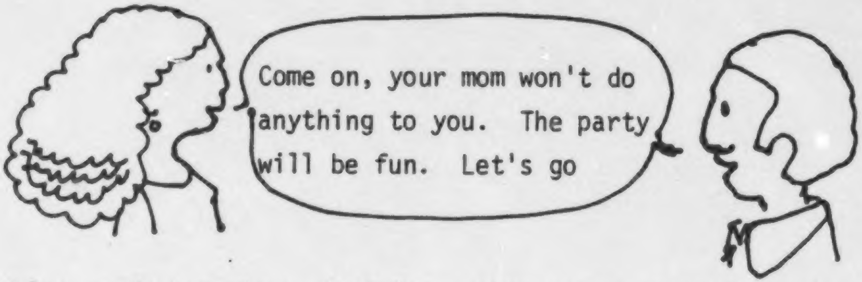
Sometimes the consequence is small. If you decide to eat cereal for breakfast, you need to find some milk. If you decide to wear a new shirt to school, your friends might think it is cool. Sometimes the consequence is big and important. If you decide to hang with a crowd that skips school, you might get in trouble. If you decide not to hang with them, you might feel alone.

Every decision has a consequence. Sometimes we make decisions without thinking about the consequences. These lessons will talk a lot about the decision to use drugs, the consequences of that decision, and some other things you can do instead of using drugs. We will talk about lots of different drugs. Some of them are legal. Others are not legal. You will decide about the consequences of using each kind of drug.

The next few pages will help you warm up by practicing HOW TO MAKE DECISIONS. We hope you will use these skills when you think about drugs.

## Lisa

It is Friday night. Lisa's friends come by and ask her to go down to the corner store. Her mother says she should be back home by 10 and she said she will be. After a while, Lisa's friends hear about a party happening in another neighborhood. It is 9 o'clock. Lisa knows it will take more than an hour to go over there and get back. There's no way she can get home before 10. Her friends are telling her:


Come on, your mom won't do anything to you. The party will be fun. Let's go

Lisa needs to make a decision. Here are 5 steps she can use to help her make the decision.

**1** Name the decision that needs to be made. Lisa needs to answer the question, "What decision do I have to make?" For Lisa, the decision is this: "Should I listen to my friends or should I head home by 10?"

It is important to know just what decision needs to be made -- so you can start to think up solutions. Sometimes it is hard to tell just what the problem is. But this is the place to start.

2 Think up 2 or more solutions. A solution is an idea for how to solve the problem. It is the answer to the question, "What should I do now?" It is important to think up more than one solution. Here are some solutions to Lisa's problem:

1. She can go home before 10 o'clock.
2. She can go to the party and not be home on time.
3. She can call her mother and ask her if it is okay to stay out later that night.

3 Think about the consequences of each solution. Every decision has a consequence -- for you and for other people. It is important to think about the consequences BEFORE you make a decision. Here are three solutions to

Lisa's problem, and some consequences. You may think of other solutions and other consequences.

| Solution | Consequence |
|---|---|
| 1. Go home early | 1. She will miss the party.<br>2. Her mother might trust her.<br>3. Her friends might think she is stupid.<br>4. Her friends might respect her. |
| 2. Go to the party. | 1. She might have fun.<br>2. She might lose her mother's trust.<br>3. She might meet some new friends.<br>4. She might get punished. |
| 3. Call her mother. | 1. Her mother might say no.<br>2. Her mother might say yes and she will get to go.<br>3. They might have a fight about the party. |

Can you think of other solutions? Do your solutions have other consequences?

4

Choose the best solution. Lisa has to decide the best solution to her problem. She will think about the consequences for herself, for her mother, and for her friends. Each solution will have a consequence. But Lisa needs to choose only one. You decide which solution Lisa should choose. Why did you make your decision?

5 Evaluate your decision. Did your solution work? Let's try out two solutions. Let's say Lisa decided to go to the party. She has fun, but when she gets home her mother is worried. How will Lisa feel if that happens? What can she do to make things better? Let's say Lisa decides to go home. Her mother is happy to see her, but the next day her friends all tell her she was stupid to miss a great party. How will Lisa feel? Do you think her friends will still want to hang with her?

Lisa had to make a decision about the party. Some decisions turn out to be all bad or all good. But most decisions have a little bad and a little good in them. You have a better chance to make a dood decision if you think about the problem. The 5 Steps may help you do that. Here they are again:

## 5 STEPS TO MAKE A DECISION

1. Name the decision that needs to be made.
2. Think up 2 or more solutions.
3. Think about the consequences of each solution.
4. Choose the best solution. Try it.
5. Evaluate your decision.

Many of the lessons on drugs will ask you to use the 5 Steps to solve different problems. Here is one for practice:

## Ami

At the party, Lisa is starting to have a good time. There is music for dancing, and plenty of food. Someone also brings some beer. Lisa's friend Ami has the beer. Lisa and Ami are too young to drink legally, but Ami asks Lisa if she wants a can. Some of the other kids are drinking.

Now Lisa needs to make another decision. Use the 5 Steps to work through this decision.

# 5 STEPS

1. Name the decision that needs to be made. ____________________

________________________________________

2. List two or more solutions.

a. ________________________________________

b. ________________________________________

3. Think about the consequences of each solution -- for Lisa and for others.

| Solution | Consequences |
|---|---|
| | |

4. Try out the best solution (circle the best solution for you).

5. Evaluate your decision. Did it work? __________ Why or why not?

________________________________________

________________________________________

Decisions About Drug Use

# lesson: Use, Abuse, Addiction

## goals:

Students will recognize the difference between using, abusing, and being addicted to something

## activities:

### INFORMATION

Habits and Us

### AWARENESS

"The Familiar Case of T.V. Viewing"
"Thinking About Habits"
"User, Abuser or Addict?"
Two Cases

### DECISIONS

"What To Do..."

Evaluate the Class

## materials:

Included:
- Thinking About Habits
- User, Abuser, or Addict?
- Two Cases
- Program Manual

# Notes for Teachers

LESSON: Use, Abuse, Addiction

## Activity 1: The Familiar Case of T.V. Viewing

A. This brainstorm will begin to draw a distinction between use, abuse and addiction by examining the "safe" topic of television.

B. Do this exercise quickly, purely as an introduction. Ask: Why do people watch T.V.? Possibilities include:

1. to learn
2. to relax
3. to be with other people who are watching
4. to laugh
5. to tune-out
6. to see "stars"
7. to find out what's happening
8. to help them fall asleep

C. Class discussion -- ask:

1. How do people use T.V.?
2. How do people abuse T.V.? (see section D.)
3. Are there people who are addicted to T.V.? (yes)
    a. How do you know it is an addiction? (see section E.)
    b. What is that person like?
    c. Is there anything wrong with being addicted to T.V.?

D. How do people abuse T.V.? Some ideas:

1. By watching for no reason
2. Watching so they don't have to do work
3. Watching so they don't have to talk with other people
4. Watching so much that T.V. is their main activity.

E. How do you know it is an addiction? Some ideas:

1. When the person always watches, no matter what is going on
2. When the person watches so they don't have to do other things
3. When the person can't sleep without watching
4. When the person can't shut it off once they start watching
5. When T.V. is the main activity of the day
6. When all people talk about is television shows
7. When the person always chooses to watch T.V. instead of doing other things
8. When the person's life is ruled by the T.V. schedule

Activity 2: Habits and Us

A. Ask students to name one thing they see other people do all the time that is a habit. Possibilities:

1. Play a certain sport
2. Watch T.V.
3. Eat all the time
4. Sleep
5. Chew gum
6. Bite their nails
7. Listen to music
8. Smoke (tobacco or marijuana)
9. Drink (coffee, alcohol)

B. Ask students to name one thing adults do all the time that the students would consider a bad habit. Possibilities:

1. Smoke
2. Drink
3. Yell
4. Drive fast

C. Ask students to name one habit they have give up. List them on the board.

Ask: Why did you break that habit?

Was it hard or easy to break the habit? Possibilities:

1. nail biting
2. gum chewing
3. smoking
4. fighting
5. crying
6. swearing

D. Brainstorm: "What are some popular habits?

1. Once these are listed, ask the students which of these habits could become addictions (when you can't feel good without them). Put an "A" next to the ones they mention.

   What are some popular habits?

   a. drinking (coffee, alcohol)
   b. smoking
   c. taking medicines
   d. watching T.V.
   e. sports and exercise
   f. sugar (soda, candy,etc.)
   g. work

E. "Thinking About Habits" -- Student Handout

These handouts are for the students' own self-reflection. If a student would like to share their responses, urge them to do so.

## Activity 3: User, Abuser or Addict?

A. Pass out student handout: "User, Abuser, Addict"

B. Read directions and sentences aloud to students.

C. Go around the room asking students to share their answers and state their reasons.

D. Discuss differences of opinion.

E. It is often difficult to discuss questions of "degree". Although there may be no absolute right or wrong, urge students to reflect on and verbalize their reasons for labeling as they do.

## Activity 4: Two Cases

These cases offer more practice in thinking about the distinctions between use, abuse, and addiction. Students can work on them individually or as a group. They can be written or verbal exercises.

## Activity 5: What to Do...

Use this case to help students think about dealing with use, abuse or addiction. Follow this case with students' ideas for cases that present similar issues.

## Activity 6: Evaluate the Class

(see Program Manual)

## Thinking About Habits (confidential)

Step #1. Name 1 habit you have.

________________________________________

Step #2. Answer these two questions:

a. How does this habit help me?

________________________________________

________________________________________

b. How does this habit hurt me?

________________________________________

________________________________________

Step #3. Answer these questions:

a. Do I want to give up this habit?

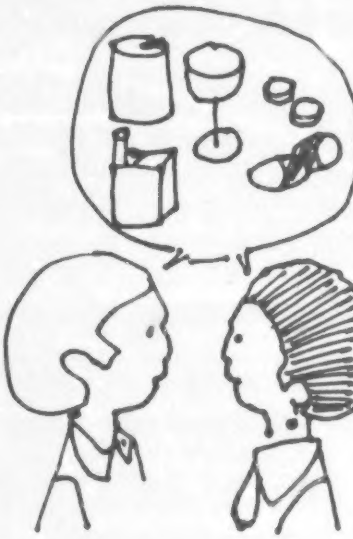
☐ Yes ☐ No

b. Why? Why not?

________________________________________

________________________________________

## Use/Abuse/Addiction:
## What's the Difference?



**Directions**: Read each sentence. Decide if the person is a user (using the drug in a health way), an abuser (using the item in the wrong way), or an addict (depends on the drug to feel okay).

Write the word you think fits next to the sentence.

1. Greg likes to have a beer with his lunch on hot days. ____________________
2. Jean takes a pill to relax every time time she feels angry. ____________________
3. Laurie went to three parties this year. Each time, she got drunk and threw up. ____________________
4. Ned takes an aspirin when his back hurts. ____________________
5. Nick smokes a pack of cigarettes a day. ____________________
6. Marge can hardly wait until school gets out every day, so she can smoke a joint. ____________________

## Two Cases

Directions: Try to figure out what the person in each case is doing. Name the thing they use, the thing they abuse, and the thing they are addicted to.

Case #1: Lonnie was feeling mad at herself. She had not quit smoking yet, even though her doctor said she had to, and today her boss had yelled at her for smoking in front of customers. Now she had a headache, so she took one aspirin. She even felt low enough to pour a couple of drinks of gin, just to help her relax and forget her problems.

What is Lonnie using? ____________________

What is Lonnie abusing? ____________________

What is Lonnie addicted to? ____________________

Case #2: Gene plays shortstop on the baseball team. Before every game he drinks a couple of cans of coke just to get his energy up. He is glad there is no practice tonight because he wants to watch his favorite T.V. show, "Hill Street Blues" which he is usually not home for. Afterwards he finds that he can't fall asleep because he keeps thinking about the mistake he made in the game that caused his team to lose. He decides to take one of his mother's sleeping pills to see if it will help him fall asleep like it did two nights ago.

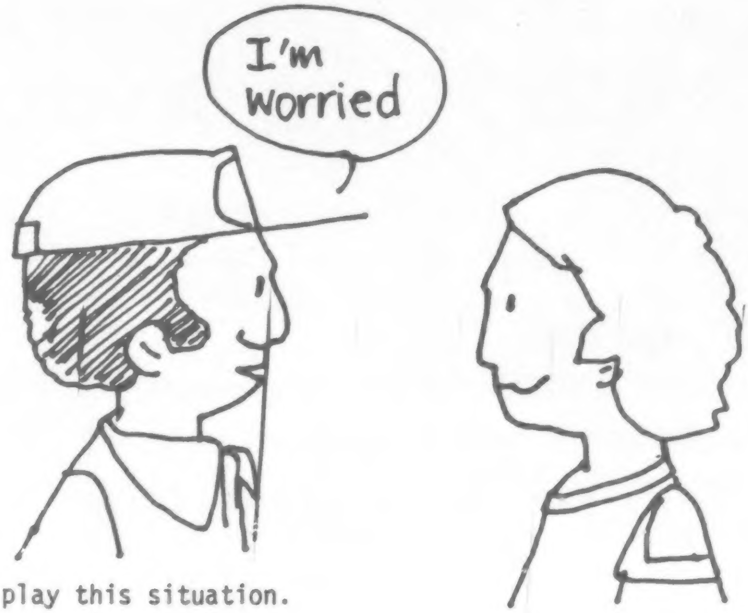
What is Gene using? ____________________

What is Gene abusing? ____________________

What is Gene addicted to? ____________________

## What to Do....

Your friend Les usually had a beer or two when he went to a party. Everyone drank at the parties and he never got drunk on just a couple of beers. Lately Les has been getting older friends to buy him beer almost every day after school, which he drinks before going home. You're worried that he is drinking too much, but when you try to tell him so, he laughs it off, saying it is just a couple of beers. How would you explain the difference between use, abuse and addiction to Les? What will you do as Les's good friend?



1. Role play this situation.

2. Write down the conversation you might have with Les.

Decisions About Drug Use

# lesson: Over-the-counter drugs

## goals:

To introduce students to issues related to legal, over-the-counter drugs.

## activities:

### INFORMATION

Words to Watch
Reading Labels
"Over-the-Counter Drugs"
Review

### DECISIONS

Role Play
Evaluate the Class

### AWARENESS

Things to Think About

## materials:

Included: Words to Watch
Over-the-Counter Drugs
Review
Things to Think About

Other: Ads for over-the-counter drugs
Empty medicine containers
Labels from non-prescription drugs

# Notes for Teachers

Activity 1: Words to Watch

Use these as an introduction to the lesson, throughout the lesson, or as a review exercise.

Activity 2: "Over-the-Counter Drugs"

Read this handout and discuss questions embedded in the text.

Activity 3: Review

These two exercises can be done in written or oral form.

Activity 4: Reading Labels

Use labels, containers and ads to heighten student awareness of the vocabulary and intent of instructions on medicines.

Activity 5: Things to Think About

A. These 2 activities can be accomplished through discussion, small group work or individually.

   1. Why do you think T.V. advertisements compare different kinds of pain relievers? What do they want you to think? What do they want you to do?

Some issues you may want to consider with the students, could include:

a. doctors as experts, i.e., "4 out of 5 doctors recommend", etc.

b. symptoms vs. causes -- what does the drug treat?

c. impossible promises -- how can any drug live up to its claims to fame?

d. quality of persuasiveness -- what do the students think is convincing in an ad?

2. Write an advertisement to sell a sleeping pill. Then write some reasons why it would not be good to take a sleeping pill.

## Activity 6: Role Play

A. The first situation requires students to think practically and realistically. The second asks students to think more broadly about the use of non-prescription drugs.

1. Your baby sister climbed into the medicine chest and has taken a lot of aspirin pills. What should you do first? Who should you call?
2. Your good friend uses diet pills that she gets at the drugstore so she will lose weight. You're worried that she isn't taking care of herself, because she complains of feeling nervous. What do you do?

## Activity 7: Evaluate the Class

(see Program Manual)

## Words to Watch

### Non-Prescription Drugs

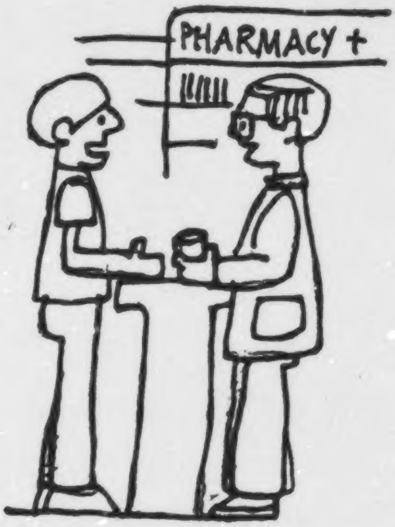
Advertised
Arthritis
Aspirin
Asthma
Caffeine
Dangerous
Dependent
Dosage
Headache

Label
Legal
Medication
Menstrual Cramps
Over-the-counter
Popular
Prescription
Spoil
Nyquil, Vicks, Robitussin

# Over-the-counter
# or non-prescription drugs

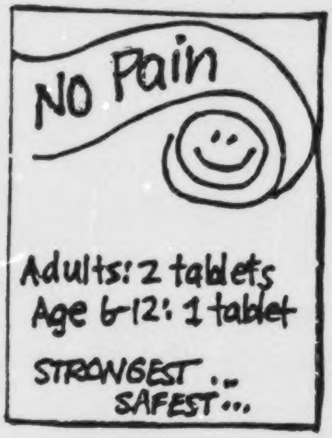
Aspirin (Bayer, Bufferin, Excedrin), Cough Medicine (Vicks, Robitussin, Nyquil), Sleeping Aids (Sominex), Wake-ups (No-Doz), Diet Pills (Appedrine, Dexatrim)

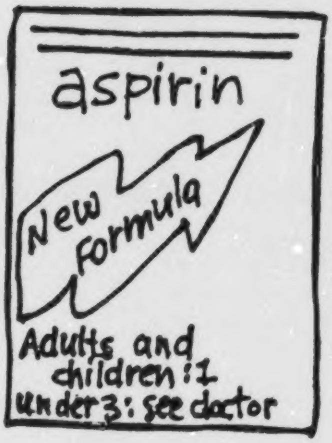
To get some kinds of medication, a person needs a prescription from a doctor. There are other drugs that a person can buy without a prescription. These are called over-the-counter drugs. A prescription tells the person what kind of medication to take, for how long, and in what dosage. Without a prescription, the person who buys the drug must decide for herself -- how much? What kind? For how long?

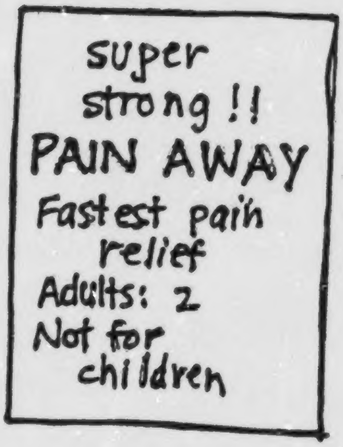


Over-the-counter drugs are often advertised on T.V. Can you name some over-the-counter drugs that you have seen on T.V.? Take a count of the most popular over-the-counter drugs used in homes today. What are they supposed to do?

A person who uses over-the-counter drugs must READ THE LABEL very carefully. The label tells what is in the drug. It also tells how much to take. It may also tell how long to take the drug, and what to do if the drug does not work. Here are some labels from aspirin bottles.


No Pain
Adults: 2 tablets
Age 6-12: 1 tablet
STRONGEST...
SAFEST...


aspirin
New Formula
Adults and children: 1
under 3: see doctor

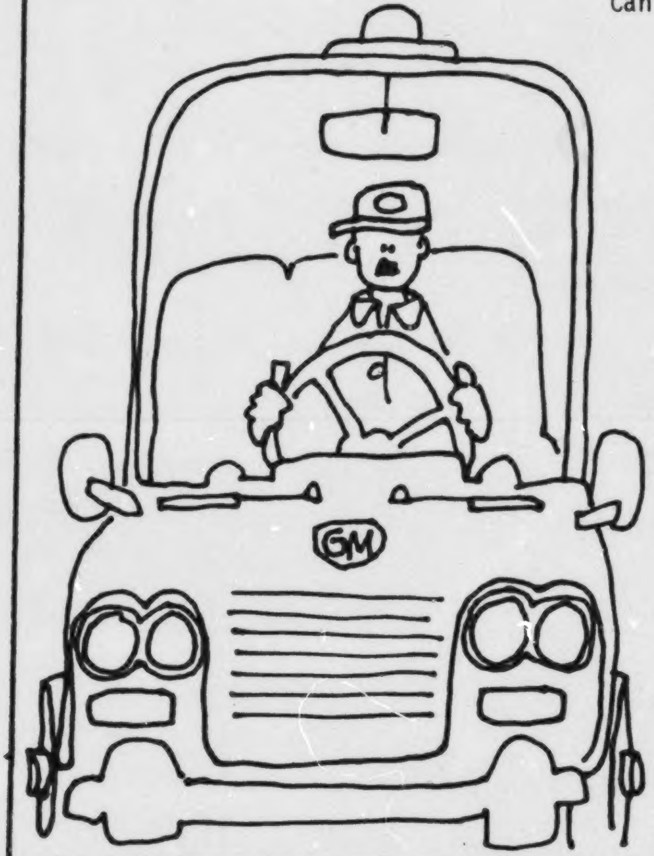

super strong!!
PAIN AWAY
Fastest pain relief
Adults: 2
Not for children

Each of them claims to relieve headaches, muscle ache, pain from arthritis, fever from flu, and menstrual cramps. But each one has a little bit different instructions. Which one is most dangerous for children?

## What are some dangers in using them?

Medicine can spoil. It should be kept at "room temperature" -- between 52 and 68 degrees on the Fahrenheit scale. Bad medicine is dangerous. It is a good idea to throw out medicine after you no longer need it.

Some medicine is not for everyone. For example, NYQUIL causes people to fall asleep, because it has alcohol in it. There are two kinds of Nyquil -- one for the day time and one for the night. Can you think of a reason for this? Can you think of a danger in taking Nyquil?



VICKS and ROBITUSSIN may make some people feel dizzy or nervous. Can you think of a situation in which you should not take one of these? NO DOZ has caffeine in it. Caffeine can also make you nervous. UNISOM and SOMINEX are dangerous for people with asthma or glaucoma (a disease of the eyes). Even EX-LAX can cause problems. If you take too much, the body becomes dependent on it.

ALL MEDICINES SHOULD BE KEPT AWAY FROM CHILDREN. Even over-the-counter drugs can hurt a person who takes too much -- especially a small person.

## Review

1. Can you name three over-the-counter drugs that claim to relieve headache pain?

______________________________________

______________________________________

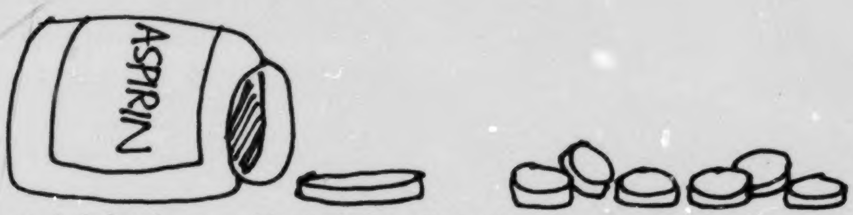
______________________________________

2. Match the word on the left with the phrase on the right.

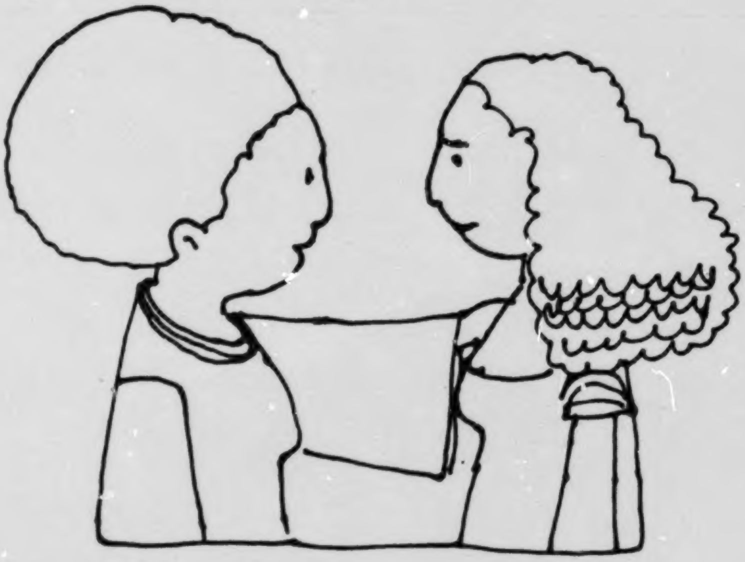
| | |
|---|---|
| A. Dosage | ____ Prevents the medicine from spoiling. |
| B. Cautions | ____ Tells who should not take the drug, and what side effects drug may have. |
| C. Storage Temperature | ____ Date telling when the medicine should be thrown out. |
| D. Age Usage | ____ A doctor writes one for a special medication. |
| E. Expiration Date | ____ The amount of years old tells you how much of the medication to take. |
| F. Prescription | ____ Amount to take. |
| G. Symptoms or Side-effects | ____ How you might feel after taking the drug. |

## Role Play

1. Your baby sister climbed into the medicine closet and has taken a lot of aspirin pills. What should you do first?



2. Your good friend uses diet pills that she gets at the drugstore so she will lose weight. You're worried that she isn't taking care of herself because she complains of feelings nervous. What do you do?



# Decisions About Drug Use

## lesson: Caffeine

**goals:** To learn about the effects and widespread use of caffeine.

## activities:

### INFORMATION

Words to Watch
"Caffeine"
Yes or No

### AWARENESS

Brainstorm: Coffee vs. Cola
Creating Advertisements

### DECISIONS

Role Plays
Evaluate the Class

## materials:

Included: Words to Watch
Caffeine
Yes or No
Things to Think About
Program Manual

Other: Ads for coffee, cola, tea, cocoa

80

# Notes for Teachers

LESSON: Caffeine

## Activity 1: Words to Watch

Use this vocabulary list as an introduction to the lesson, during the lesson, or as a review exercise.

## Activity 2: Brainstorm--Coffee vs. Cola

A. Hold up a picture of coffee and one of a bottle of cola. Ask students to brainstorm similarities and differences. (Same: Beverages, caffeine, popular, expensive; different: sugar content, temperature, price per drink).

B. Ask: What is it that so many adults drink in the morning? Why is it that they choose this kind of drink?

## Activity 3: "Caffeine"

Read this hand-out asking students to share personal stories about caffeine use, abuse or addiction.

## Activity 4: Yes or No?

This can be done as a written exercise or verbally by the group.

# Notes for Teachers

LESSON: Caffeine

Activity 5: Creating and Analyzing Ads

A. There are many different advertisements around for cola drinks. Make an advertisement for cola and one against cola drinks.

B. Analyzing Ads

1. Cut out an ad for coffee, tea, cola or cocoa from a magazine.
2. Answer these two questions about the ad:
   a. Does the ad have the word caffeine in it?
   b. What is the message of the ad? What is the ad saying to you?
3. Glue the picture onto a piece of paper and write your answers under the picture.

Activity 6: Role Plays

1. Your parents drink 3-4 cups of coffee every morning. You're worried about them. What could you say to them to try to get them to stop drinking so much?
2. Pretend you are a parent. Your child wants to drink coffee too. What would you do? How would you make your decision?
3. You have a friend who buys caffeine pills a lot. He uses them to feel peppy and to keep from being hungry. What would you say to this friend to keep him from getting addicted to them?

Activity 7: Evaluate the Class

(see Program Manual)

## Caffeine -- Words to Watch

Addict

Addictive

Alternative

Beverage

Caffeine

Circulation

Decision

Dependent

Diarrhea

Expensive

Nervous System

No-Doz, Vivarin

Symptom

talked about like the dangers of alcohol or speed. Even people who know about caffeine in coffee are often not aware that caffeine is also in cola drinks.

People who enjoy the taste of coffee and tea in the morning (or after a meal) do not have to drink caffeine. There are some alternative kinds of teas and coffees that do not have caffeine. BUT MOST COLA BEVERAGES STILL HAVE CAFFEINE.

CAFFEINE
COFFEE
C
C

There are many things to think about when you decide to drink beverages that contain caffeine. They may taste good. They may help you feel more full of energy. They may help you stay awake, or get started in the morning. But they also can hurt your heart, your stomach, your sleep and your nerves. You may even become addicted. The decision whether or not to use caffeine is an important one for each person to make.

addictive. If you drink too much coffee, tea or cola, you may become dependent on the caffeine to keep you awake and ready to do your work. People who need caffeine to stay awake are addicts. Without enough caffeine, they may get headaches, feel nervous or shaky. (People who don't use caffeine may feel the same symptoms from just a few cups!)

Too much caffeine can cause other problems. You may have trouble sleeping, heartbeat will speed up, or you may have diarrhea.

Some pregnant women who use a lot of caffeine often have smaller babies than women who don't use caffeine.

Caffeine also comes in pill forms. People buy No-Doz, Vivarin, or Appedrine to help them feel more awake or lose weight. These over-the-counter drugs all contain caffeine.

Two important questions about caffeine are:

Why is caffeine legal, if it is so dangerous?

Why don't more people know about the dangers of caffeine?

Caffeine is accepted by adults as all right. It is not too expensive. Drinks with caffeine in them are often sweet and good-tasting. The dangers of caffeine are not

# Caffeine

Coffee, tea, and cola drinks

## What is caffeine?

Caffeine is the name of a drug found in coffee, tea, cocoa, and cola drinks (Coca-Cola and Pepsi-Cola). Caffeine affects the nervous system. When you drink beverages that contain caffeine, you may feel like you are are wide awake and have lots of energy. Caffeine also affects the heart, blood, circulation, and excretion (how your body gets rid of wastes). Most people who drink coffee (or other beverages with caffeine, drink them because they think caffeine will help them wake up, get them going in the morning, or give them energy. Some people say they drink coffee just for the taste, or because it goes well with a meal.

the Best!
Cola

People who drink coffee all the time may not know that caffeine is

## YES OR NO?

1. Caffeine is found in cola beverages. Yes No
2. Caffeine makes you feel sleepy. Yes No
3. Caffeine is a legal drug. Yes No
4. Many people depend on caffeine to wake them up. Yes No
5. Anyone can buy pills with caffeine in them. Yes No
6. Caffeine is addictive. Yes No
7. Drinking a lot of coffee is good for pregnant women. Yes No
8. Most people don't know cola has a drug in it. Yes No

# Role Plays

1. Your parents drink 3-4 cups of coffee every morning. You're worried about them. What could you say to them to try to get them to stop drinking so much?

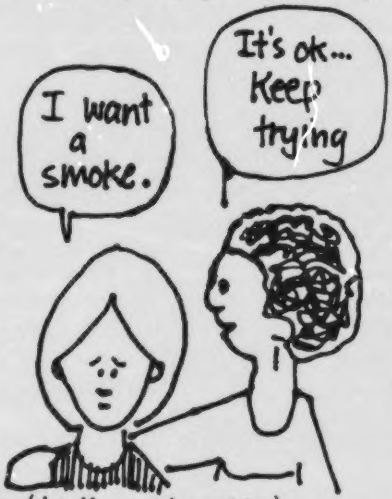
2. Pretend you are a parent. Your child wants to drink coffee too. What would you do? How would you make your decision?

3. You have a friend who buys caffeine pills a lot. He uses them to feel peppy and to keep from being hungry. What would you say to this friend to keep him from getting addicted to them?

None of these are very good reasons to start or keep smoking.

If you want to stop smoking, there are some places to get help. You can get help from friends, or from teachers and parents. They can remind you of how much better you look or feel without tobacco. You can get help from groups like "Smoke-Enders", that help smokers quit.

If you know someone who smokes and might want to quit, you can help them too. Tell them about the dangers. Be patient. Give them lots of support when they try to quit. They want your help. Don't nag or cap on friends who are trying to quit.



Places to call about quitting cigarette smoking (in Massachusetts):

| | | |
|---|---|---|
| 1. | American Cancer Society | 617-267-2650 |
| 2. | American Heart Association | 617-227-2805 |
| 3. | American Lung Association | 617-426-8330 |
| 4. | March of Dimes | 617-329-1360 |
| 5. | Mass. Dept. of Public Health | 617-727-2662 |

## Review

Match the word on the left with the phrase on the right.

1. Tar
2. Nicotine
3. Carcinogen
4. Advertisement
5. Addiction

_____ A stimulant that makes the heart beat faster.

_____ The way companies try to get you to buy cigarettes.

_____ When a person thinks he cannot be happy without a certain drug.

_____ The dark sticky part of tobacco that leaves stains.

_____ Chemical that causes cancer in people.

List two reasons why people begin to smoke:

1. ______________________________________________.

2. ______________________________________________.

## Role Plays

1. You love to smoke cigarettes, and smoke about fifteen everyday. One day at McDonald's a person asks you to please put your cigarette out because the smoke bothers them when they are eating. What do you say or do?

2. A person that you've wanted to date for a long time has finally asked you out. S/he offers you a cigarette while you're taking a walk. Even though you don't smoke, you're afraid that saying no will cause your date to lose interest in you. What do you say or do?

3. You have a friend whose father smokes a lot. Your friend is worried and wants to know what to say to his father. Tell him 3 things he can say. Help him figure outwhat is the best thing to say to his father.

# Decisions About Drug Use

## lesson: Tobacco

## goals:

1. To alert students to the consequences of tobacco use.
2. To practice thinking about the choice to use tobacco.

## activities:

### INFORMATION

Words to Watch

"Smoking: What's it All About?"

Review

The Price of Cigarettes

### AWARENESS

"Why Smoke?"

Creating and Analyzing Ads

Debate

### DECISIONS

Role Plays

Evaluate the Class

## materials:

Included: Words to Watch
Smoking: What's it All About?
Review
Why Smoke?
Role Plays
Program Manual

Other: Cigarette Ads
Material for collages and posters

# Notes for Teachers

LESSON: Tobacco

Activity 1: Words to Watch

For use as an introduction, to clarify the lesson or as a review.

Activity 2: "Smoking: What's it All About?

Read this text aloud or silently.

Activity 3: Review

These exercises can be done as a written or verbal task.

Activity 4: "Why Smoke?"

Read this text.

Activity 5: Creating and Analyzing Ads

A. Creating

1. Write an advertisement to convince people that smoking is fun, and can make them feel more relaxed and happy. Act it out for your classmates.
2. Write an advertisement that tells of the dangers of smoking. Act these out.

B. Analyzing

1. Find cigarette magazine advertisements. Collect several and make a collage. What kind of people do they show? What are the people doing? Are there any warnings about tobacco in the advertisement? Where are the warnings?

## Activity 6: The Price of Cigarettes

Price a carton of cigarettes. What else can be bought with that money?

a. Brainstorm a list of ideas.

b. Create a poster with words or pictures that shows what else the money could be used for. Do this individually, in small groups or as a class project.

## Activity 7: Debate

Setting up a debate on the pros and cons of smoking will offer students the chance to practice taking different perspectives and arguing a point on the basis of facts, instead of just emotions.

## Activity 8: Role Plays

The 3 role plays get to three different issues associated with smoking.

## Activity 9: Evalute the Class

(see Program Manual)

# Words to Watch -- Tobacco

Addiction
Addictive
Advertisements
Alert
Beautiful
Blood Pressure
Cancer
Carcinogens
Curious
Emphysema
Habit
Handsome
Impress
Independent
Inhales
Magazines
Masculine
Nicotine
Patient
Physical
Popular
Psychological
Quit
Relax
Stimulant
Tar
Tobacco

## Smoking: What's it All About?

Cigarette smoke contains tiny drops of liquid, and different kinds of gases. The liquid contains "tar" -- the dark brown, sticky part of tobacco smoke. A person who smokes a lot will have yellow on his/her teeth and finger tips from tar. If s/he inhales, three-fourths of the tar stays in his/her lungs. After a while, the lungs begin to fill up, and the smoke has trouble breathing. Tar in the lungs causes diseases like em

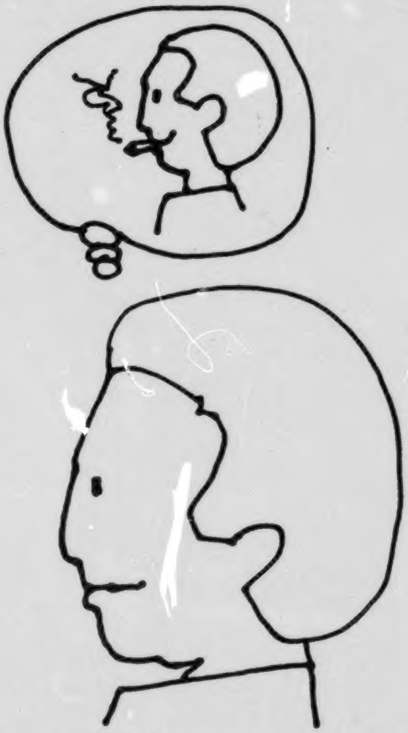
Do you smoke?

Cigarettes also contain a drug called nicotine. Nicotine is a stimulant. It makes a person's heart beat faster. It makes the blood pump faster, and so it makes for high blood pressure. High blood pressure helps cause heart attacks.

Carbon monoxide is another chemical in cigarettes that affects how well people hear, their night vision much oxygen is in their blood. These 3 ingredients combine to cause a lot of health problems including heart attacks and early death.

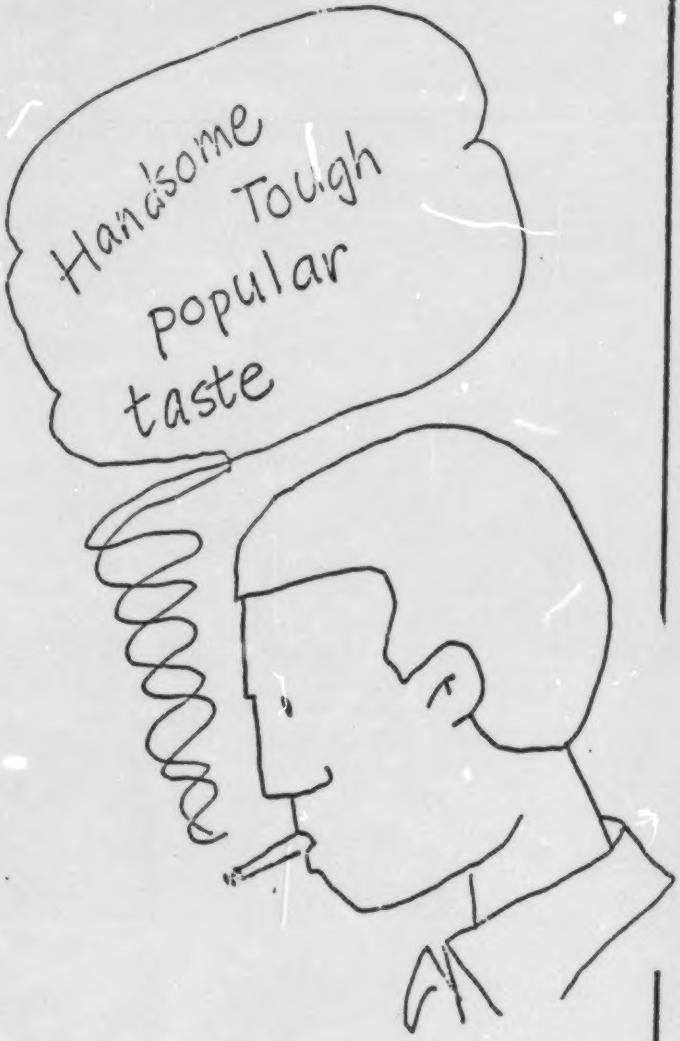
Another danger in smoking cigarettes involves the chemicals called carcinogens. It has been proven that carcinogens cause cancer. Even small amounts can contribute to cancer. Smokers often have cancer of the lungs, mouth or lips. Lung cancer, often caused by smoking cigarettes, results in about 280 deaths a day.

Like alcohol, tobacco is addicting. The more a person smokes, the more s/he wants to keep smoking. The habit of smoking can lead to two kinds of addiction. Nicotine can cause a physical addiction. The person's body needs tobacco to keep going through a long day of work or school. There is also a psychological addiction. This kind is harder to understand. It means that the person thinks he needs the drug (tobacco). Without it, he feels sad or depressed. When a person like this tries to quit smoking, he will sometimes be sad or angry or easily upset. He also wants to keep his mouth and fingers busy, so he often eats more. Some smokers even get stomachaches or shaky hands if they do not have a cigarette.



Smokers say that they smoke because they like to hold cigarettes -- they feel good with one -- or it is fun to blow smoke rings, or they feel alert.

## Why



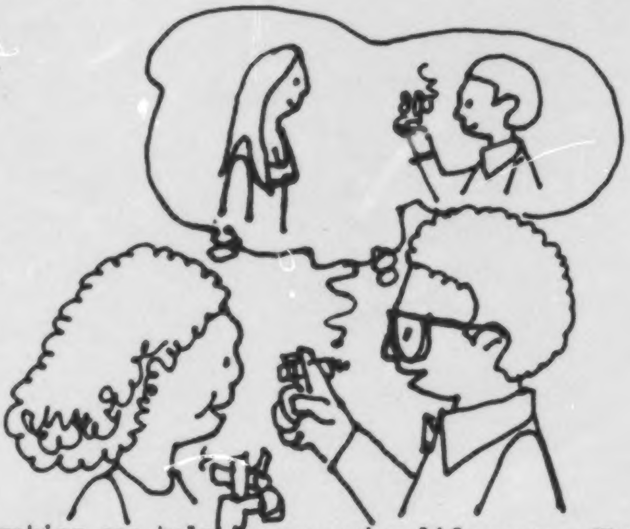
Will you be more handsome you smoke? Will you have more friends if you smoke?

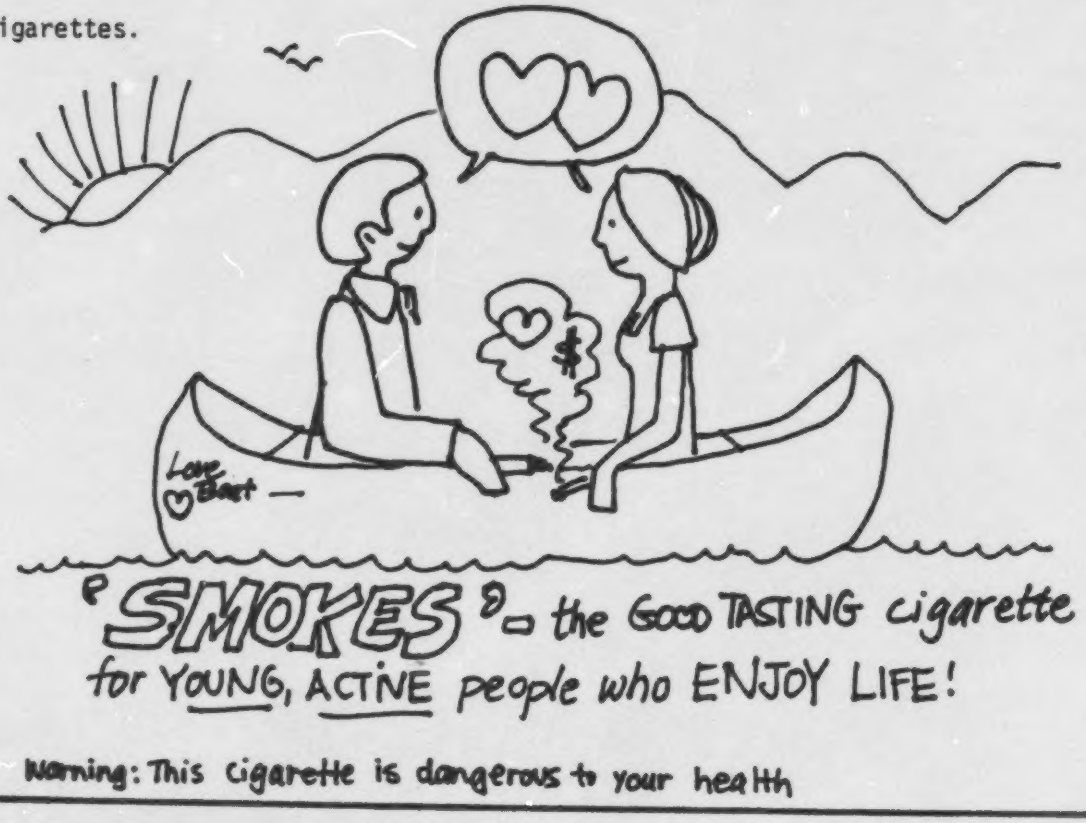
People smoke for many different reasons. Some people start because they are curious. Once they have started into the habit of smoking, they feel that it helps them relax.

Some people smoke because their friends smoke. Others smoke to impress their friends. Some teenagers begin to smoke because it makes them feel more grown-up -- like their parents.

* * * * *

Cigarette advertisements are in many magazines. These advertisements tell people that smoking makes them look handsome, be popular, and feel relaxed. Cigarette companies used to spend more than 150 million dollars to sell cigarettes on T.V. T.V. ads are no longer allowed. But cigarette companies spend even more money to advertise in magazines, newspapers, and on highway signs. Here are some ways that cigarette advertisements sell cigarettes: they say women look more beautiful and sexy if they smoke cigarettes, and that there are some cigarettes that are popular with pretty women. They say men will look more masculine, handsome, tough and independent when they smoke. They say that smoking can help anyone enjoy life more. They say smoking is fun, and makes you feel relaxed. Advertisements also talk about the "good taste" of "low tar" cigarettes.




Love Boat
"SMOKES" – the GOOD TASTING cigarette for YOUNG, ACTIVE people who ENJOY LIFE!
Warning: This cigarette is dangerous to your health

## lesson: Alcohol (part 1): Information

## goals:

1. To recognize basic facts and myths about the consequences of alcohol use and abuse.
2. To recognize "one drink".

## activities:

1. Facts and Myths
2. Basic Facts About Alcohol
3. The One Drink Quiz
4. Evaluate Class

## materials:

Facts and Myths -- Student Worksheet and Answer Key

Basic Facts

One Drink Quiz -- worksheet

Program Manual

# Notes for Teachers

## ACTIVITY 1: Facts & Myths

### A. Teacher Introduction

The purpose of this exercise is to help students start to think about a number of issues related to drug use and abuse.

TEACHER ATTITUDES AND TONE ARE CRUCIAL HERE. As most alcoholism prevention programs emphasize, the important task for adolescents is to distinguish between USE, ABUSE, and ADDICTION. People often equate drinking with drunkenness. However, it must be emphasized for students that most people use alcohol responsibly, and they can, too. This lesson is intended to help students distinguish between responsible and irresponsible use; and think about strategies to help them learn to use (or not use) alcohol responsibly.

1. Ask students if they know what a myth is.
2. Ask for any myths they can think of. (Examples: All Black people are great dancers; men don't cry; women are weak; athletes are stupid, etc.)
3. Tell students there are a lot of myths about alcohol. Separating myths from facts will help them make better decisions about how they use alcohol.

### B. Facts & Myths Worksheet

1. Pass out and complete the sheet. See Answer Key.
2. Review answers and use student ideas as a springboard for a brief discussion of the consequences of alcohol use.
3. Read the Basic Facts About Alcohol (Student Booklet, pp. ) to provide more basic information about the effects of alcohol use and abuse.
4. Ask students for any other myths they know about alcohol use.

ACTIVITY 2: The One Drink Quiz

A. Pass out The One Drink Quiz.

B. Use student responses to begin a discussion of the concept, ONE DRINK. One 12-ounce can of beer, has the same amount or alcohol (1 ounce) as one 4-ounce glass of wine, and one one-ounce shot glass of whiskey.

C. Try out different comparisons to test students' understanding of "one drink", for example: Which has more alcohol? 3 shots of rum or one six pack of beer? 2 glasses of wine or 3 cans of beer? etc.

D. If students are interested, discuss "proof"--the percentage of "pure" alcohol in an alcoholic beverage. Collect newspaper advertisements that show "proof". Compare the strength of different kinds of "hard" liquor.

## FACTS AND MYTHS -- Answer Key

1. Myth. One can of beer, one glass of wine and one shot of whiskey have equal alcohol content.

2. Fact. In most cases, body weight is a crucial factor in determining the effect of alcohol. So is time, amount of drinks, and prior experience with alcohol.

3. Myth. Except that women tend to be smaller than men, and therefore more susceptible in terms of weight.

4. Fact. Coffee, cold showers, or a Bloody Mary will not accelerate this process.

5. Fact. People build up a tolerance for alcohol, like other drugs; they learn to compensate for the alcohol in their bodies. Long-term and organic effects will continue.

6. Fact. People vomit and urinate to try to get the alcohol out of their systems; alcohol ruins liver and brain cells.

7. Myth. Alcohol releases inhibitions; it may make you feel more sexually stimulated--or it may make you feel sleepy! Alcohol interferes with sexual performance.

8. Fact.

9. Myth. Coffee does not sober you up. AA has a good phrase: "If you give coffee to a drunk, all you have is a wide-awake drunk."

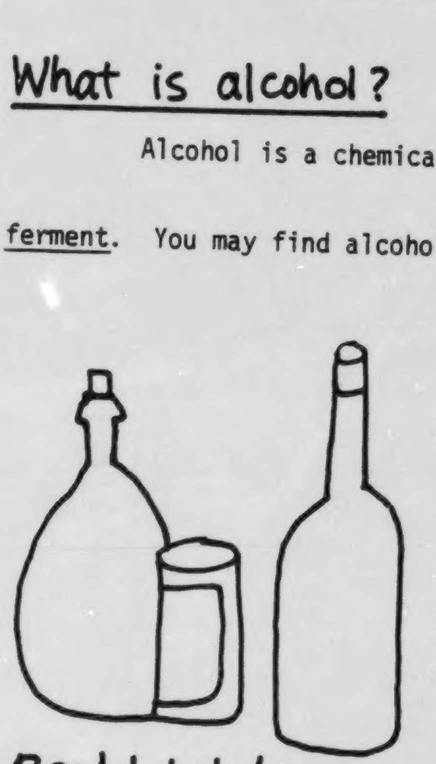
10. Fact. If you weigh about 140 pounds.

11. Myth. Mixing alcohol with barbiturates or downers is deadly!

# BASIC FACTS ABOUT ALCOHOL

## What is alcohol?

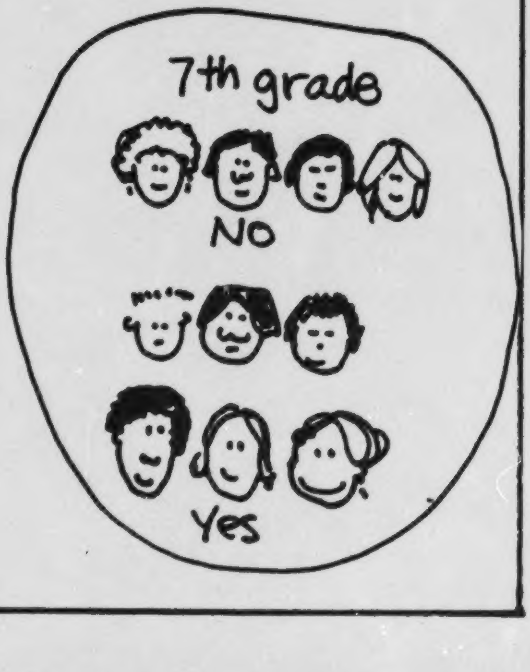
Alcohol is a chemical that is formed when some kinds of sugar ferment. You may find alcohol in many drinks. Beer and wine have alcohol in them. Scotch, whiskey, vodka and gin have even more alcohol in them. You can tell how much alcohol is in a drink by reading the label: it will tell you the "proof" of the drink. The higher the number, the more alcohol there is in the drink.



Read labels!

## Who drinks alcohol?

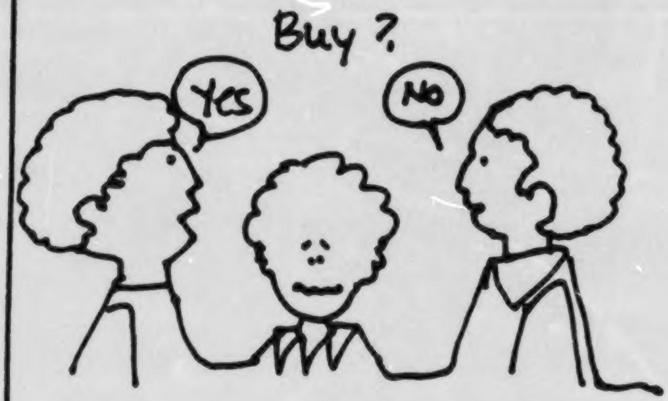
Lots of people drink alcohol. Almost 2 out of every 3 adults in America use alcohol. About 6 out of 10 (60%) of students in the 7th grade have tried alcohol. Alcohol is a popular drug.



## What are some consequences of alcohol use?

Alcohol slows you down. This means that for most people, alcohol is a way to feel relaxed. But for some people, alcohol makes them more violent. Alcohol affects different people in different ways.

Alcohol is also popular because there are lots of advertisements that convince people they will be more popular or interesting or attractive if they drink. Kids also tell their friends it is fun to drink. There is lots of pressure on adolescents to use alcohol.



A little bit of alcohol makes most people feel more relaxed. Too much alcohol gives most people a hangover. They feel sick in their stomach, or they have a headache, or they feel very tired.

## What are the dangers of alcohol abuse?

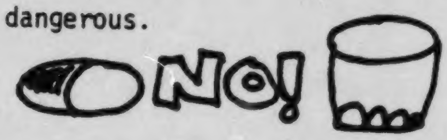
Because alcohol is a depressant, it slows down your reactions. It makes your mind work a little fuzzy. There are several dangers when using alcohol:

(1) Don't drink and drive. Thousands of people die each

year from accidents that involve alcohol.

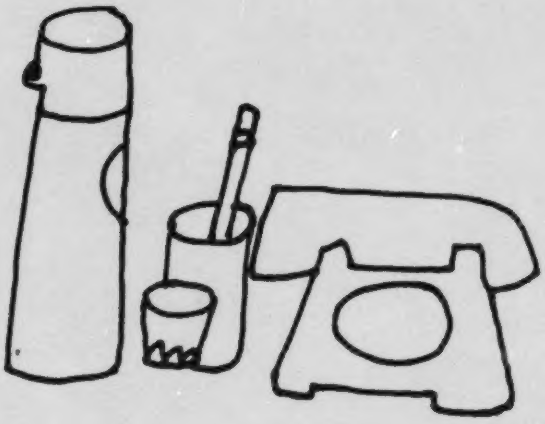
(2) Don't use machines or power tools. When you drink, you get careless. Many accidents happen when people use tools after they drink.

(3) Don't mix alcohol with any other drug -- especially barbiturates. Mixing like this can cause an overdose. You might pass out, or even go into a coma. This is very dangerous.



Using alcohol over a long period of time can hurt your body in many ways. Too much alcohol hurts your liver, because this is where your blood is cleaned. Alcohol takes important vitamins away from your body, so you are weaker and can get sick. Alcohol also hurts your nerves and brain cells.

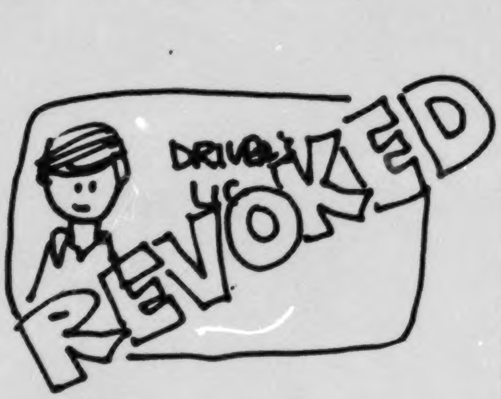
Worst of all, alcohol is very addicting. A problem drinker is someone who needs to drink alcohol much of the time -- even on the job.



Today there are more than 9 million alcoholics in America. People of all ages can become addicted to alcohol. When alcoholics try to stop drinking, they feel a great deal of pain and worry. They need help in order to stop drinking.

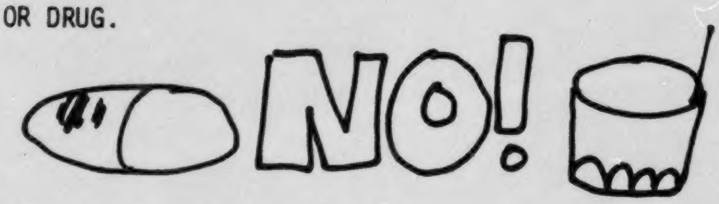
Laws about alcohol are different in different states. In New York, it is legal to buy and drink alcohol when you are 18 years old. Many years ago, you had to be 21 to buy alcohol in Massachusetts. Now you have to be 20 years old to buy and drink alcohol legally in our state.

If you get caught driving while intoxicated, you may have your license revoked. This means you have to apply again for a license. Sometimes alcohol leads to other legal problems, like when people are arrested for disorderly conduct during a football game. Can you think of other legal problems that involve alcohol?



For people who are over 20, alcohol is a legal drug. But just because something is legal, does not make it safe. Cars and guns are legal, but they kill. So can alcohol. Careful use will not hurt you. Too much can kill you. Do you know the drinking age in your state?

Alcohol is safe when you don't use too much. If you want to drink, you should make sure to have food in your stomach. You should try to stay close to home. YOU SHOULD NEVER DRINK IF YOU ARE TAKING ANY OTHER KIND OF MEDICINE OR DRUG.



If you are with someone who has had too much to drink, you can help. Encourage your friend to throw up! This will get rid of some of the alcohol. If he or she does throw up, put him to bed. But if he does not throw up. and passes out, GET HELP QUICKLY.

USE THE TELEPHONE. There are many places to call for help.

The quickest place is the police or fire department. You can also call a hospital, a drug crisis center or the family doctor.

What is the number of your local fire or police department? ______________

## REVIEW ACTIVITIES

YES or NO?

| | | |
|---|---|---|
| 1. Alcohol is a very addicting drug. | Yes | No |
| 2. More than 9 million people in America are alcoholics. | Yes | No |
| 3. It is legal to buy alcohol in Massachusetts at the age of 18. | Yes | No |
| 4. If someone passes out from alcohol, put him/her to bed right away. | Yes | No |
| 5. Alcohol is safe to mix with many other drugs. | Yes | No |

### Finish the Sentences

1. Three places to call in an emergency are ______________________, ______________________, and ______________________.
2. Alcohol hurts your liver, and ______________ cells.

3. Two ways that people are pressured to drink alcohol are:

a. ______________________________.

b. ______________________________.

THINGS TO THINK ABOUT

1. You are a judge in juvenile court. A teenager is brought before you, because he broke school windows after he had too much to drink. When you talk to him, you find out that his friend's parents had let all the kids drink at a party. What should you do to the teenager? What should you do to the parents?

2. Your friend wants to buy something to drink at the liquor store. He wants you to buy it, because he says you look older than 20. He says if you buy it, he will give you some. What should you do? What kind of reasons do you have for your decision?

3. You are a parent. You have an 18 year old daughter. She asks if it is all right to drink at home. She says if you don't let her, she will only drink with friends anyway. What should you say to her? Can you think of reasons for your decision?

4. You are at a party and everyone is drinking. You are not sure if you want to drink yourself. Can you list some reasons why you should have a drink with your friends? Can you list some reasons why you should not start drinking? What do you need to think about when making this choice?

# The "ONE-DRINK" Quiz

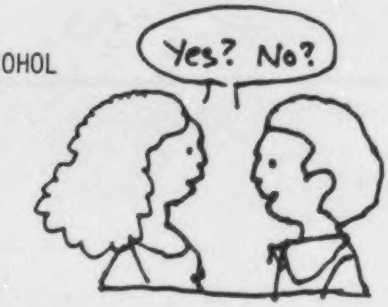
Which drink has the most alcohol?

ONE CAN OF BEER (12 ounce)

ONE GLASS OF WINE (6 ounce)

ONE SHOT GLASS OF HARD LIQUOR (1 ounce)

Answer: They all have the same amount. They all have one ounce of alcohol.



## FACTS AND MYTHS ABOUT ALCOHOL

Mark F is you think the statement is a fact.

Mark M if you think the statement is a myth.

1. A shot glass of whiskey has more alcohol than a can of beer. _____
2. It is easier for a small person to get drunk than it is for a big person. _____
3. It is easier for a woman to get drunk than it is for a man to get drunk. _____
4. It takes 4-6 hours to get alcohol out of your system. _____
5. The more often a person drinks, the harder it is for him or her to get drunk. _____
6. Alcohol is poison to your body. _____
7. Drinking makes you sexier. _____
8. Six out of ten students in 7th grade have tried alcohol. _____
9. Coffee can sober you up. _____
10. _5_ cans of beer in one hour will make you legally drunk in the State of Massachusetts. _____
11. Mixing alcohol with other drugs is a safe "high". _____

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# lesson: Alcohol (part 2): Awareness

## goals:

1. To discuss the different reasons why people drink.
2. To distinguish "moderate" or "social" drinking, from abusive drinking or drunkenness.
3. To recognize the different effect of alcohol on different individuals.

## activities:

1. Why Do People Drink?
2. What Does a Drunk Look Like?
3. How Much Is Too Much?
4. Alcohol Wheel
5. Should I? -- Shouldn't I?
6. Evaluate Class

## materials:

Included:

Why Do People Drink -- worksheet

What Does a Drunk Look Like? -- worksheet

How Much is Too Much? -- worksheet

Alcohol Wheel

Should I? Shouldn't I?

Program Manual

# Notes for Teachers

LESSON: Alcohol (Part 2): Awareness

ACTIVITY 1: Why Do People Drink?

A. We recommend brainstorming reasons why people drink, because it gives students a chance to voice opinions of their own. If they are shy, or if you want to review ideas not mentioned in the brainstorm exercise, you can use the student poll included in this lesson. Write responses or do it orally as a group. Worksheet is adapted from CASPAR materials (see Resource List).

B. The major goal here is to reflect on, and evaluate, positive and negative reasons for drinking; and to discriminate between use and abuse.

It is possible to think about positive use of alcohol in terms of:

1. moderate amounts;
2. drinking to celebrate specific occasions or with a meal;
3. being able to stop;
4. not experiencing behavioral or medical problems (symptoms). ABUSE of alcohol involves excessive amounts, with behavioral or emotional effects that are harmful to self and others.

ALCOHOLISM can be defined in terms of four criteria:

1. longtime abuse
2. increased tolerance
3. dangerous physical, emotional, and behavioral symptoms
4. stressful withdrawal symptoms (both physical and psychological).

C. Role plays can be used to help students practice making decisions about alcohol use.

## ACTIVITY 2: What Does A Drunk Look Like?

A. We all know what a "drunk" looks like -- or at least we like to think we do! Most of us (adolescents included) are much less able to describe someone who drinks moderately -- socially, at meals, etc. This exercise is intended to increase student awareness of their own "myths" or stereotypes about drinking -- the assumption that drinking = drunkenness.

B. Pass out the Student Worksheet (What Does A Drunk Look Like?). Use any of three methods for this exercise.

1. Let students draw a picture of a "drunk". Then draw a picture of someone who is drinking moderately.
2. Let students write down as many words as they can, to describe someone who is drunk. Then do the same for someone who drinks in moderation.
3. Do #2 as a group Brainstorm exercise. Write the words on the board.

C. Discuss student responses: Focus on stereotypes about drinking and drunkenness, advertisements about alcohol, etc.

ACTIVITY 3: How Much Is Too Much?

A. Brainstorm a list of the factors that determine how alcohol affects an individual. Here are some examples:

:: The amount of alcohol (how many drinks)

:: How fast you drink

:: Is there food in your stomach?

:: What kind of mood are you in?

:: Prior experience with alcohol

:: Have you taken other drugs? (BE SURE TO EMPHASIZE THE DANGERS OF MIXING ALCOHOL WITH OTHER DRUGS. See Part 1 -- Information -- for review.)

:: Body Weight

B. Body weight is one factor that determines the effects of alcohol on an individual. In general, all other factors being equal, heavier people are less affected by alcohol, than are people who weight less.

C. Use the Case Studies (How Much Is Too Much?) to think about and discuss the role of body weight on the effects of alcohol.

D. Use the Alcohol Wheel for students who are interested in this issue -- especially as it relates to the legal definition of drunkenness in state motor vehicle law. The color code is like a traffic light: GREEN = legal to drive; YELLOW = caution, impaired judgment; RED = STOP: Guilty of driving under the influence.

## Student Poll:
## WHY DO PEOPLE DRINK?

Put A if you agree; put D if you disagree; put U if you are unsure.

____ 1. You can't have a good party unless people have a few drinks.

____ 2. There are no good reasons for drinking even a little.

____ 3. Most kids drink because their friends do; they want to be liked.

____ 4. It is all right to drink so you feel less shy.

____ 5. People who never drink are weird.

____ 6. Getting drunk is lots of fun.

____ 7. Teenagers should never drink.

____ 8. Some kids don't drink because they are afraid their parents will catch them.

____ 9. Some people drink because they think it tastes good.

____10. If your parents drink a lot, you probably will too.

Draw a line under the OK reasons for drinking alcohol in moderation.

*escape problems

*be less shy

*be part of a meal

*because it tastes good

*to celebrate

*to get high

*to feel grown up

*because your friends drink

*as part of family traditions

*to rebel against parents

*to get drunk

## WHAT DOES A DRUNK LOOK LIKE?

Use this space to draw someone who is drunk, OR write down all the words that you use to describe someone who is drunk.

## What Does a Moderate Drinker Look Like?

Use this space to draw a picture of someone who is drinking moderately, OR

write down all the words you use to describe someone who drinks moderately.

# HOW MUCH IS TOO MUCH?

Here are some case studies. Each person is different. First decide whether you think the person has had too much to drink. Then check the wheel. If the wheel shows red, the person has had TOO MUCH to drink.

1. Uncle Bert weighs 220 pounds. He is watching the Red Sox on television. In one hour, he drinks 3 beers. Has Uncle Bert had too much? ______

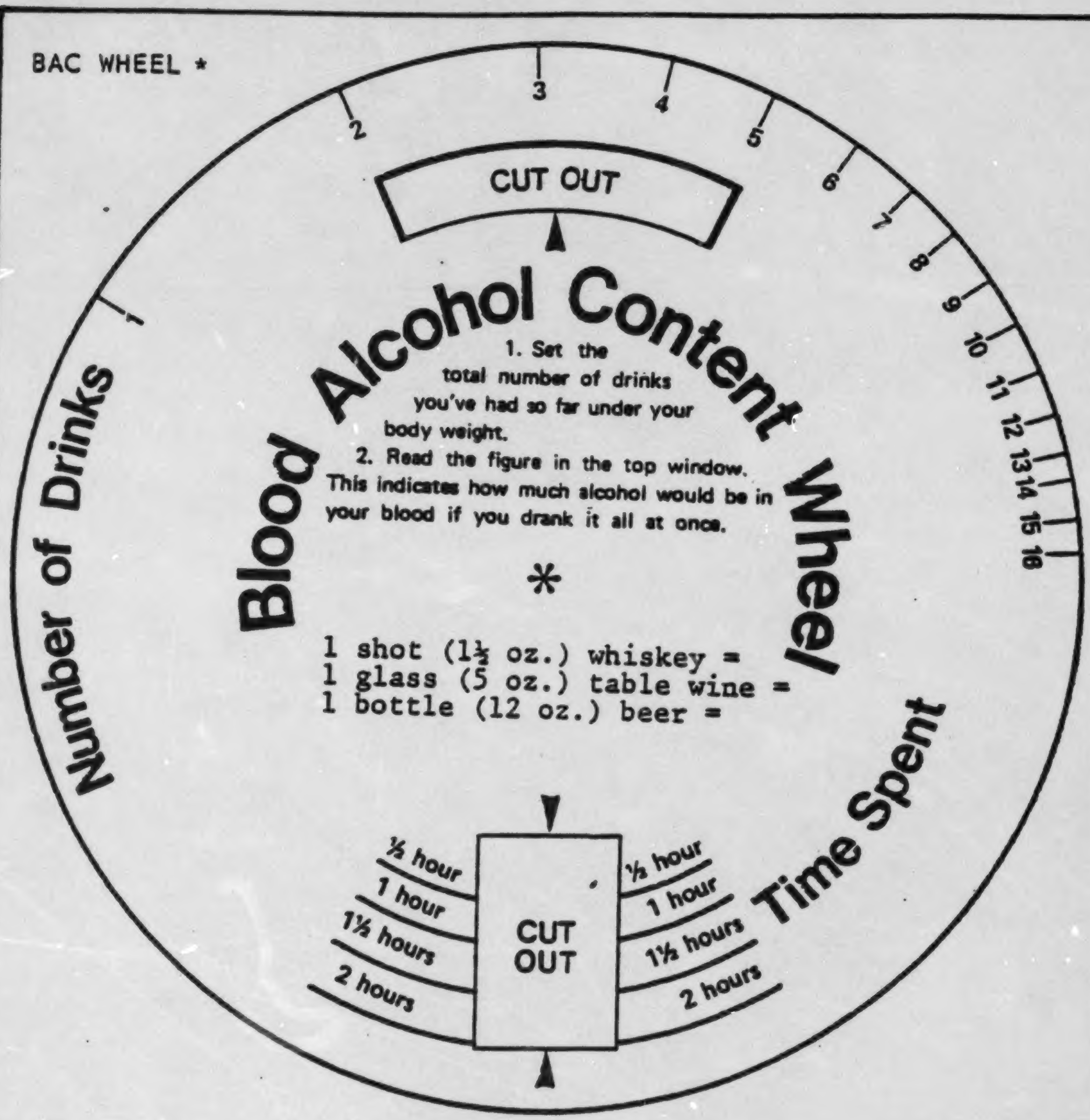
2. Uncle Albert weighs 120 pounds. He is cooking dinner. In one hour, he drinks 3 glasses of wine. Has Uncle Albert had too much? ______ Check the wheel. Does this mean that wine is stronger than beer? ____

3. Cindy and Alice are the same age. They weigh the same (120 pounds). They are at a party. Both of them have 3 cans of beer in an hour. Cindy behaves like she usually does. Alice is usually shy. Now she is dancing and joking with everyone. Has either Cindy or Alice had too much? (Use the wheel). What explains the different effect on each person?

## SHOULD I -- SHOULDN'T I?

You are at a party and everyone is drinking. You are not sure if you want to drink yourself. Can you list some reasons why you should have a drink with your friends? Can you list some reasons why you should not start drinking?

BAC WHEEL *



Number of Drinks
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
CUT OUT
Blood Alcohol Content Wheel
*
Time Spent
½ hour
1 hour
1½ hours
2 hours
½ hour
1 hour
1½ hours
2 hours
CUT OUT

1. Set the total number of drinks you've had so far under your body weight.
2. Read the figure in the top window. This indicates how much alcohol would be in your blood if you drank it all at once.

1 shot (1½ oz.) whiskey =
1 glass (5 oz.) table wine =
1 bottle (12 oz.) beer =

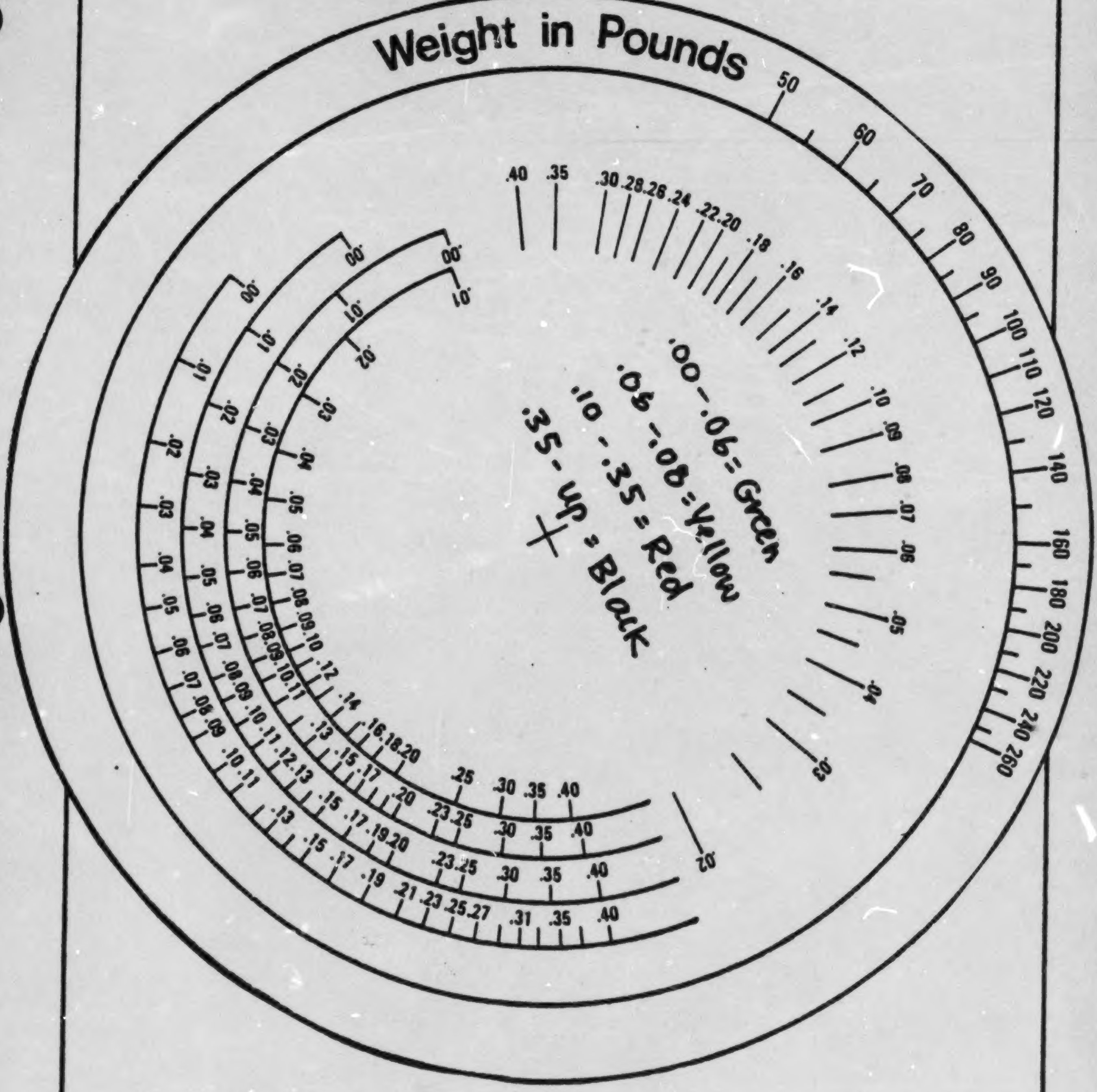
To make wheels:

1. Reproduce needed number of both circles.
2. Paste each circle on cardboard and then cut out.
3. Cut out the two sections indicated on the smaller circle (razor may be easier than scissors).
4. Put smaller circle on top of larger one, fasten together through center with paper fastener being as accurate as possible.

or wheels may be purchased from:

Girardin, Inc.
4317 N. Ravenswood Ave.
Chicago, Illinois 60613
Phone - (312) 929-6080
Cost - $20. per hundred

*Source: Department of
Transportation--
Alcohol and Alcohol
Safety Curriculum
Manual


Weight in Pounds
.40 .35 .30 .28 .26 .24 .22 .20 .18 .16 .14 .12 .10 .09 .08 .07 .06 .05 .04 .03 .02
.00-.06= Green
.06-.08=Yellow
.10-.35=Red
.35-up = Black

# lesson: Alcohol (part 3): Decisions

## goals:

1. To practice making decisions about alcohol use.
2. To think about alternatives to alcohol use.

## activities:

1. Use the Case Studies (What Should You Do?) to practice making decisions about alcohol use.
2. Generate other role play situations from students' own experience (Around My Way).
3. Brainstorm alternatives to alcohol use for each of the role plays.
4. Things to Think About (Role Play, 5-step model, class discussion).
5. Use the Facts and Myths and/or Why Do People Drink? worksheets, to think about alternatives to alcohol use.
6. Evaluate class.

## materials:

Included: What Should You Do? -- case studies

Things to Think About -- worksheet

Facts and Myths (in prior lesson)

Why Do People Drink? (in prior lesson)

Program Manual

# CASE STUDIES:

## WHAT SHOULD YOU DO?

1. Marty is at a party. He is feeling nervous. A friend offers him a beer and he drinks it. He starts to feel better. He starts to dance and talk with people. AFter two more beers is is really feeling the effects of the alcohol. He asks you to get him another beer. What should you do? How should you deal with your friend Marty?

2. Your friend Amie drinks in the afternoon, before her parents get home from work. She has been doing this for about a year. Now you notice that she is always nervous at the end of school. She is harder to talk with. She doesn't go out with your friends. You are starting to get worried about her. How should you deal with Amie?

3. Your Aunt Minnie always has a few highballs when she comes for dinner. Lately you notice she drinks more than she used to. She gets angry at your brother and sister easily. Before she has her first highball, she seems really nervous: she shakes, and can't sit still. Your parents don't seem to notice anything. How should you deal with Aunt Minnie?

4. Your younger brother hangs out with kids who drink a lot. One night you see your brother with his friends. He has had 5 or 6 beers and he is high. How should you deal with your brother?

## THINGS TO THINK ABOUT

1. Your friend wants to buy something to drink at the liquor store. He wants you to buy it, because he says you look older than 20. He says if you buy it, he will give you some. What should you do? What kind of reasons do you have for your decision?

2. You are a parent. You have an 18 year old daughter. She asks if it is all right to drink at home. She says if you don't let her, she will only drink with friends anyway. What should you say to her? Can you think of reasons for your decision?

# Decisions About Drug Use

## lesson: set, setting, substance

## goals:

1. To anticipate the consequences of drug use by examining the effects of set, setting and substance.

2. To practice making decisions about taking risks

## activities:

### INFORMATION

Defining Terms

### AWARENESS

Brainstorm

Drug Use: Four Cases

Taking Risks: A Poll

### DECISIONS

Dealing with Consequences

Taking Risks: A Poll

Class Evaluation

## materials:

Included: Defining Terms
Brainstorm
Drug Use: Four Cases -- student worksheet
Dealing with Consequences -- student worksheet
Taking Risks -- student worksheet
Program Manual

# Notes for Teachers

LESSON: Set, Setting, Substanc

## Activity 1: Brainstorm

A. Ask students these three questions. Write answers on the board under the three separate columns: Feelings, Places and People, Kinds of Drugs

1. What are some feelings people have when they are deciding whether to use a drug? (happy, sad, nervous, curious, macho, excited, etc.)
2. Where and with whom do people usually use drugs? (at home, at the park, at parties, on the street, in school, with friends? strangers?)
3. What kinds of drugs do most people use around your way? (Or: what kinds of drugs are most popular with teenagers today?)

The key to this lesson is to help students find a way to think about and remember these three separate variables -- when they decide whether, when, where, and what kind of drug to use. We have found it useful to refer to these variables as Set, Setting, and Substance. The alliteration makes it easy to refer to in the future.

## Activity 2: Defining Terms

A. Define the key terms and write them above the appropriate colums.

1. SET. Involves the feelings someone has when they are deciding whether to use a drug; the things going on in their mind, the things they are thinking about. (MOOD)
2. SETTING. Involves the place and people around when a person is deciding whether to use a drug. Friends? family? strangers? crowds? at home? on the street? etc.

3. SUBSTANCE. The drug the person decides to use will affect the consequence of drug use. Different drugs have different effects on each person.

(REMIND students that these three variables INTERACT to determine the effect or consequence of using a particular drug.)

B. Set, Setting, Substance. Students need to understand that each variable can effect the consequence of drug use -- that is, can make drug use a pleasant, or frightening or a tragic decision. Each variable plays a role. But we can look at each variable separately as well. The case studies which follow provide opportunities to practice sorting out the three variables.

## Activity 3: Drug Use: Four Cases

Each case presents a different combination of the variables. Students can discuss, brainstorm ideas, or role-play the different cases. Be sure to include one role-play (either here or in another activity) in this lesson -- to give students a chance to practice making a decision and/or dealing with a consequence.

Activity 3: Drug Use: Four Cases (cont.)

A. Case Studies.

1. Explain to students that their job in each case is to decide on the consequences of the decision to use each drug in each setting. Tell students to pull off the chart and lay it next to the case studies, but use the worksheets only if students need a paper-and-pencil way to structure their interactions.

2. Options:

   a. Brainstorm. List the set, setting, and substance specified in each case, and then think about consequences (see Student Worksheet as a structure).

   b. Discussion. Students can discuss among themselves the consequences of each case.

   c. Role-Play each situation and then discuss what happened.

The case studies move from simple to more complex. It is important to focus on the positive and negative influences of each variable in the case. For example, a case with negative variables is:

a. You feel very sad and lonely. You just had a fight with your parents. You are walking near the T station. Someone offers to sell you some "great grass".

   Set: BAD. You are feeling sad and lonely.

   Setting: BAD. You are out in public, near a T station, maybe in a crowd of strangers, with police nearby (in the T station). You have no support or help.

Activity 3: Drug Use: Four Cases (cont.)

Drug: BAD. You are buying a drug from someone you don't know. It might be laced with PCP or even strychnine (rat poison) to give it a bigger effect. PCP and strychnine both lead to fear and even paranoia.

Activity 4: A Bad Trip - Dealing with Consequences

Use the 2 cases (A and B) as opportunities to practice dealing with a bad drug experience. Discuss alternative strategies for dealing with the situation, and ways the problem could have been prevented. Make up new situations. Role play these if students would like to.

A. CASE "A"

The goal of this activity is to raise consciousness and provide practice in dealing with negative consequences related to poor decisions about drug use. There are no simple solutions here. But some crucial responses include:

A. Keep calm yourself. Your fear will make his/her fear worse.

B. Take the person home if you think s/he will be OK there. If you have any doubts (no one is home, his parents may freak out, she seems really sick or scared), take him to the nearest EMERGENCY ROOM.

## Activity 4: A Bad Trip - Dealing with Consequences (cont.)

C. If he or she can't move, or passes out, call an ambulance from a 911 telephone. STAY WITH HIM. KEEP HIM AS CALM AND SAFE AS YOU CAN. YOU CAN'T CHANGE THE SET OR SUBSTANCE, BUT YOU CAN CHANGE THE SETTING.

B. CASE "B"

A. If she can talk and respond to you, stay with her.

1. Don't give her anything to drink.
2. Help her to vomit.
3. Talk to her, help her wash her face, take a walk.

B. If she's very sleepy, try to get some answers to these questions:

1. What has she taken? i.e., how many pills, how many drinks?
2. When will her parents be home?
3. What is her doctor's name?

Then call a drug clinic for help.

C. If she can't talk call an ambulance, or dial 911 -- this is an EMERGENCY!

## Activity 5: Taking Risks: A Poll

The Student Poll is designed to give an additional opportunity to look at drug use as an example of risk-taking behavior.

A. Complete the Student Poll.

B. Talk about responses, including:

Activity 5: Taking Risks: A Poll (cont.)

B.

1. how individual students differ in their criteria for a "safe" risk:
2. why people take risks;
3. how to decide when a risk is "too big".

C. Decide on a number of "Yes" answers beyond which the group feels that someone is too likely to take risks -- "at risk about risks"

D. Discuss the relationship between risk-taking and drug use. Is a high risk-taker more likely to make a poor decision about buying or using street drugs? How can a high risk-taker protect him/herself from drug abuse or addiction?

It is helpful to encourage students to reflect on risk-taking, as both a positive and negative experience. Adolescents need to sort out which risks are worth taking and which are not. This poll is one way to begin the discussion. (For more information on risks, check out any accident-prevention materials or curricula available from local hospitals -- e.g., the materials on burn prevention available from the Shriner Burn Centers.)

Activity 6: Evaluate the Class.

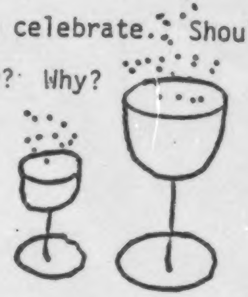
(see Program Manual).

# DRUG USE: FOUR CASES

1. For each case, think about the SET, SETTING and DRUG.
2. RATE each variable (good or bad).
3. DECIDE if the decision to use the drug is a good one.

## A NEW JOB!

Ralph's dad has been out of work for several months. Every day he looks in the newspapers. Today he went for an interview. When he came home, he told the family, "I got the job!" Everyone was happy. Ralph's dad went out and bought a bottle of champagne to celebrate. Should Ralph have a glass of champagne? Does Ralph's age matter? Why?



## JUST FORGET IT!

Cindy's parents are fighting a lot. After school, she doesn't like to hang with her friends because they ask how things are at home and that makes her feel bad. So she goes home, and watches T.V. Once she opened up her parents' closet and found some bourbon. She tried a glass. It made her feel relaxed. Today she feels the same way. Should she take some more bourbon?

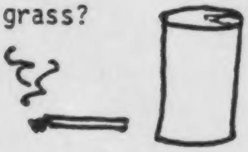
Would your decision change if she had found Valium (a tranquilizer) instead of alcohol?

What do you think Cindy should do?

## Four Cases (cont.)

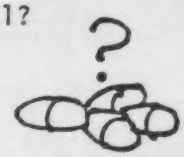
### TRY THIS STUFF!

Maria hangs out behind the school with a bunch of kids who often smoke grass or drink beer. She likes them and she kind of likes to smoke grass. She likes the way it makes her feel mellow and relaxed. One night, one of the kids in her group has something new: "Great grass," she says, "really powerful stuff, a real high." She bought it from an older guy her brother met at work. Should Maria try the new grass?



### JUST ONE MORE PILL

Steve is at a party. He is always kind of nervous at parties because he is sure none of the girls will want to dance with him or hang out with him. He had a can of beer with some of the guys on the way to the party. At the party, they have all been drinking pretty heavy. Steve usually feels much better after a few drinks, but tonight he is still nervous. One guy at the party starts to talk with him. He notices Steve is edgy. He offers Steve a pill -- a Quaalude. He tells Steve this will really make him feel more calm. It will let him have fun. Should Steve take the pill?



What if he offered Steve a stronger drink?

What else can Steve do to feel better?

What are some of the consequences of deciding to use the Quaalude?

Use this sheet to help you record your ideas about each of the cases.

| CASE | SET | SETTING | DRUG | USE or NOT USE? |
|---|---|---|---|---|
| 1. A New Job! | celebration | home, safe,<br>with family | alcohol,<br>one glass | |
| 2. Just Forget It! | | | | |
| 3. Try This Stuff! | | | | |
| 4. Just One More Pill! | | | | |

## A BAD TRIP

Case A: Woody is your friend. He is feeling sad, and really mad at his family. You are walking downtown, just to get away from everything and be on your own. A guy stops you on the street and asks if you want to buy "some good drugs." He says:

> "This stuff will make you feel great. It will make you forget everything!"

Woody wants to try some. He buys a little envelope of some kind of dust: the guy said it was cocaine. Woody sniffs it, and you start walking. After about 20 minutes, Woody starts to act really strange. He looks around. He tells you to shut up when you talk to him. He jumps at the sound of cars. He asks if you have seen any cops. Then he says he wants to sit down. Then he says he wants to go home but he doesn't know where to go. He looks really pale, he gets sick to his stomach, he gets afraid at everything around him. What should you do to help Woody?

Case B: Judy is your friend. She drinks a lot in the afternoon, mostly whiskey or rum from her parents' cabinets. One day she feels really bad: sad, lonely. You come over to visit. She looks real sick, almost asleep. She says she has just taken a few valium -- just to feel better. What should you do?

## Taking Risks

## What Do You Think??

Here are some questions about taking risks. Answer "Yes" or "No" to each.

1. Would you dive off a 10-foot high diving board? Yes No
2. Would you try a new recipe your friend made? Yes No
3. Would you climb a utility pole if someone dared you? Yes No
4. Would you play "chicken" with a train if your friend bet you? Yes No
5. Would you ask someone out on a date? Yes No
6. Would you chug a pint of whiskey at a party? Yes No
7. Would you buy marijuana from an older student you just met? Yes No
8. Would you take a job as a race car driver? Yes No
9. Would you buy angel dust from someone in the park? Yes No
10. Would you take some pills just because a kid in your class said they were good? Yes No

## Decisions About Drug Use

# lesson: Marijuana

## goals:

1. To think about *why* teenagers smoke marijuana
2. To increase awareness of the physiological and psychological effects of marijuana.

## activities:

### INFORMATION

Words to Watch

"Marijuana"

Review

Laws Regarding Marijuana

### AWARENESS

Brainstorms:
  a. Street Terms
  b. Why Do Teenagers Smoke?

Creating a T.V. commercial

### DECISIONS

Role Plays

Debate

Evaluate the Class

## materials:

Included: Words to Watch
Marijuana
Review
Role Plays
Program Manual
Other: Information on Laws
Video camera

# Notes for Teachers

LESSON: Marijuana

**Activity 1: Brainstorm**

A. Street terms for marijuana

B. Why do teenagers smoke marijuana

**Activity 2: Words to Watch**

Use this vocabulary list as an introduction to the reading, while reading or as a review and wrap-up

**Activity 3: "Marijuana"**

Read through this text.

**Activity 4: Review**

The 2 sections of exercises, "Finish the Sentences" and "True or False" can be done in written or verbal format.

**Activity 5: Laws Regarding Marijuana**

The last page of this text provides some information on the laws in Massachusetts in 1980. You may choose to make this into an activity with the students, where they are expected to research the laws in their state.

# Notes for Teachers

LESSON: Marijuana

Activity 6: Role Plays

There are two role play suggestions provided. Ask students for other situations that are important to explore.

Activity 7: Creating a T.V. commercial.

This can be a quick verbal or written exercise done individually or in small groups. Or...this could become a larger project where students research the two topics (marijuana nad alcohol), then plan and practice a "real" commercial, ultimately. Students might enjoy filming their commercial and showing it to other students.

Activity 8: Debate

The role play dealing with the issue of making marijuana legal can be explored through a debate. Students will have to prepare their arguments in advance, then try to convince their classmates of their point of view.

Activity 9: Evaluate the Class

(see Program Manual)

# Words to Watch

Addiction

Alcohol

Climate

Epilepsy

Glaucoma

Hemp

Illegal

Marijuana

Popular

Possession

Religious

Sedative

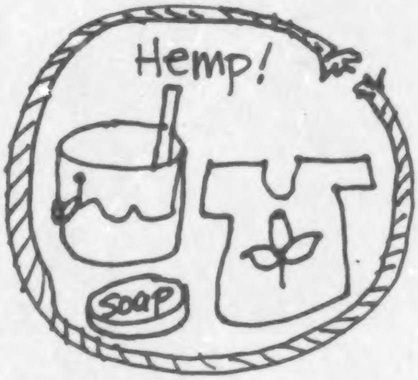
Tobacco

# Marijuana:

Pot, Reefer, Grass, Weed, Joints

## What is marijuana?

Marijuana is made from the dried top leaves and flowers of a plant called hemp. This plant is also called Cannabis Sativa. The hemp plant is used for making rope, thread, cloth and sponges. The oil in the hemp plant is used for paint and soap. It is grown all over the world.

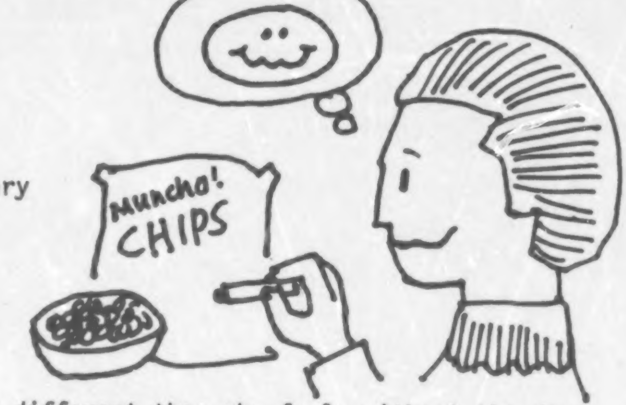


For thousands of year, hemp has been used both as a fiber and as a drug. As a drug, marijuana was used to relieve pain, bring on religious trances and to improve working skills.

Cannabis is a sturdy plant that seems to grow in most any climate. It grows wild in the United States in many areas of the country. This is one reason why it is so popular. The hemp plant has been growing on this planet for thousands of year. Many medicines used to have hemp oil in them. Now, possession of marijuana is illegal in the U.S.

People usually smoke marijuana in joints (cigarettes) or pipes.

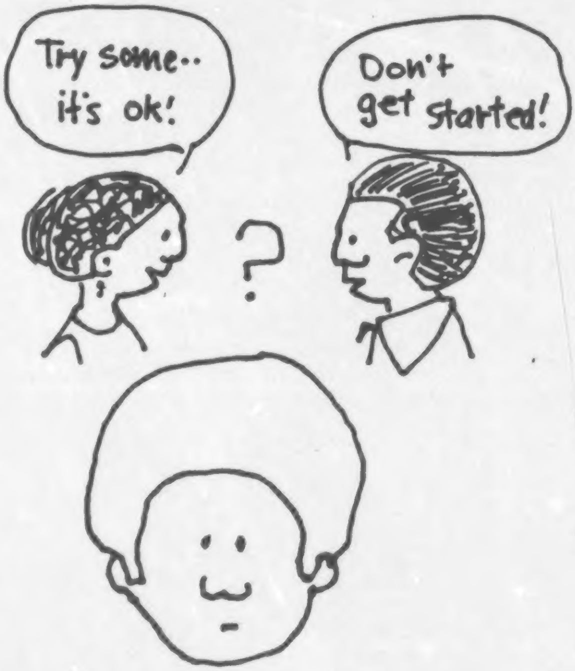
A person who smokes marijuana usually feels relaxed, sleepy, and 'comfy'. Sometimes they cook it with other foods. Sometimes a person feels thirsty or hungry. Sometimes a person thinks things are really wonderful -- even when they are not. Other people feel very depressed. Marijuana always makes a person feel different than she feels without the drug. The effects of marijuana are different for each person who smokes it, but most people's eyes turn red and their hearts beat faster.



Marijuana used to be used to relieve pain and as a sedative (to calm a person down). Now, some doctors are looking for new medical uses for marijuana. It is being used to help people who have epilepsy, cancer and glaucoma (a disease of the eyes), but only under a doctor's care.

## Is marijuana legal? Is it addictive?

Marijuana is now illegal in the United States. Alcohol and tobacco are now legal in the United States. All three of these drugs often make a person feel more comfortable with their friends. We learned that alcohol and tobacco both cause addiction to the drugs they contain. Is marijuana addictive? There are still arguments about this question. Scientists have not found any proof that marijuana is addictive or that it causes a need for other drugs (like heroin). But marijuana use has some of the same problems that alcohol and tobacco use does. All these drugs can change the way a person feels. All these drugs cost money. All these drugs may have effects on the body. People who are against


Try some.. it's ok!
Don't get started!
?

legalizing marijuana, say it will be abused just like alcohol. People who want to legalize marijuana say it is different from alcohol because it is not addictive. They also say that marijuana does not hurt the body as much as alcohol and that it is not as strong as alcohol. What do you think of these arguments?

Even though it is illegal everywhere in the U.S., different states have different laws about marijuana. In New York and in parts of Michigan a person who has a small amount of marijuana may get a small fine if she's caught. In other states, the person can be put in jail. It is important to know how the laws change from state to state, and what the laws are in your state.

There are many questions about the use of marijuana that have not been answered. Some of these questions are also asked about alcohol and tobacco.

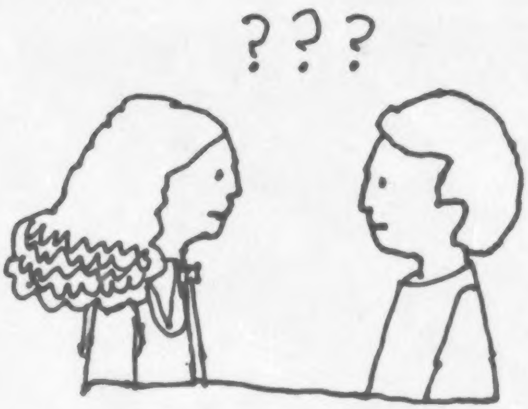
Q Is marijuana safe? How does it affect children and teenagers, whose bodies are still growing?

Q Does marijuana help you forget problems that you should try to solve?

Q Should you spend money on marijuana, or should you save it for other things you want? If you don't have much money, should you spend it on marijuana?

Q How does your decision affect your friends or family?

Q What does it mean to do something illegal? How does it affect your family and friends?



## Marijuana Laws in Massachusetts

1. Possession. If a person is caught with less than one ounce of marijuana it is a misdemeanor. If it is a first offense, the judge usually puts the person on informal probation -- which is 6 months of good behavior.

2. Possession with intent to sell. There is no definite amount in this category. Anything over one ounce and under one pound fits into this category. Possession of this amount is considered a felony and can bring up to 15 years in jail as a consequence.

All the consequences for possession (with or without intent to sell) are contingent on prior record. The potency of the marijuana (its percent of THC content) is also important: higher THC content brings higher penalties. Overall, a judge has a great deal of flexibility as to whether s/he wants to prosecute or not. Therefore, variables like attitude, prior record, and position in the community all play a part in deciding the outcome of prosecution.

## Review

Finish the sentences:

1. Marijuana is made from the ____________________ plant. This plant is also used to make ______________________________________.

2. Marijuana is like alcohol because it ______________________________.

3. Marijuana is different from alcohol because it ______________________ _________________________________.

4. Marijuana can be used by doctors to ______________________________.

True or False

1. Marijuana is illegal in the United States. T F

2. The laws about marijuana are the same in every state. T F

3. Scientists know for sure that marijuana is addicting. T F

4. Scientists know for sure that marijuana does not hurt you at all. T F

5. The only way to get marijuana is to buy it on the street. T F

## Role Plays

1. You have a friend who uses marijuana every day. He says he needs it to feel relaxed when he goes to work, but you are worried about him. What can you say to get him to cut down on his use of marijuana?

2. Pretend you are a parent. Your son has just come home and you smell some marijuana on his breath. He doesn't act strange, but you suspect he has been smoking with his friends. What will you say to him? Should you talk to him about it? What do you think he will say? (Try to role-play this with a friend. Then switch roles.)

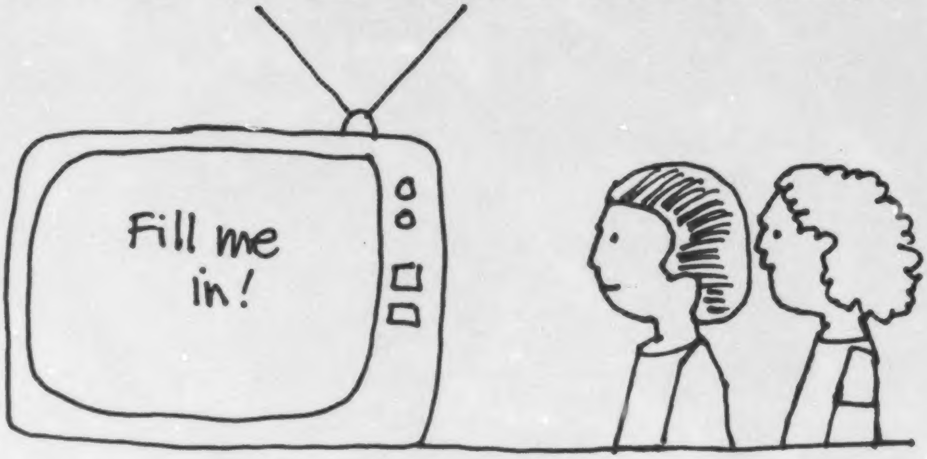
3. Your state senator is against legalizing marijuana. She asks some students to come to her office to talk about the issue. Can you give some reasons for making marijuana legal? Can you give some reasons against making marijuana legal?

   You may choose to have a debate on this issue of making marijuana legal. Half of the class can argue the pro (for) side and the other students can argue the con (against) side.

# A T.V. Commercial

Make a T.V. commercial to show the dangers of using marijuana. Make a T.V. commercial to show the dangers of using alcohol. Compare the two commercials. How are they the same? How are they different?

1. You can make a list showing the similarities and differences.
2. You can act out the commercial.
3. You can prepare and film a commercial to show to other students.



# Decisions About Drug Use

## lesson: Barbiturates (Downers)

## goals:

To inform students about the dangers of barbiturate use and abuse.

## activities:

### INFORMATION

Words to Watch

Street Names

"Barbiturates"

Review

### AWARENESS

Peppy or Drowsy

Why do People Use Downers?

Creating Advertisements

### DECISIONS

Role Plays

Evaluate the Class

## materials:

Included:

Words to Watch
"Barbiturates"
Review
Role Plays
Program Manual

# Notes for Teachers

LESSON: Barbiturates

NB: Please review the following lesson on "Tranquilizers" before teaching this one. Many teachers have recommended combining the two lessons into one.

## Activity 1: Words to Watch

This vocabulary list can serve as an introduction, clarification or review activity.

## Activity 2: Peppy or Drowsy

A. Make two columns, one labelled "peppy", the other "drowsy".

B. Ask students to name drugs that affect people in those ways. List the drugs under each heading.

C. Add barbiturates to the "drowsy" column if not already mentioned.

## Activity 3: Street Names

Ask students to BRAINSTORM the street terms for barbiturates. This activity allows the students to show their knowledge and clarify misunderstandings about the meanings of words.

## Activity 4: "Barbiturates"

This short text reviews some of the problems associated with barbiturate use and abuse.

# Notes for Teachers

LESSON: Barbiturates

## Activity 5: Review

The fill-in and True or False exercises can be done in written or oral format.

## Activity 6: Why do People Use Downers?

This brainstorm will help students review the reasons for drug use and abuse. It is helpful to do this activity in every lesson, so the question of WHY is prevalent in students' thinking.

## Activity 7: Creating Advertisements

A. Ask students to create an ad pushing barbiturates. Others will make one against barbiturates.

B. This activity can also be accomplished through a debate, with students arguing the pros and cons of barbiturate use.

## Activity 8: Role Plays

There are two role plays included. One offers practice in dealing with an overdose situation; the other with a case of peer pressure. This one will offer good practice with the 5-Steps to Make a Decision. Urge students to use that format when considering the second role play.

## Activity 9: Evaluate the Class

(see Program Manual)

## Words to Watch

Addictive

Alcohol

Dangerous

Emotional

Oxygen

Patients

Prescribe

Prescription

Purchased

Relieve

Sedatives

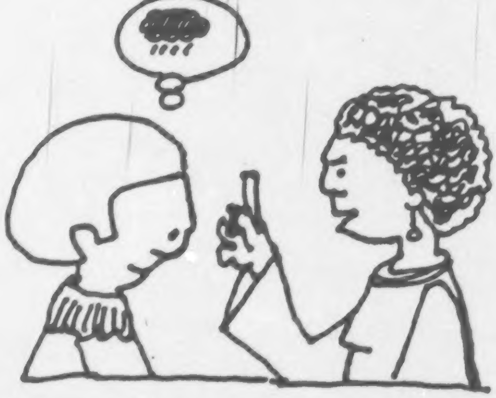
Vomit

# Barbiturates (downers)

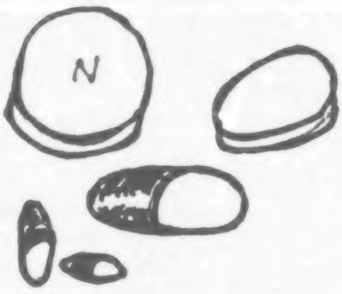
Seconal (reds), Nembutal, Tuinol

## What are barbiturates?

There are many different names for barbiturates. They are called downers, reds, sleeping pills, yellow jackets and sedatives. You can buy some of these pills over-the-counter (see Over-the-Counter Drugs). Others can only be purchased with a prescription. Doctors prescribe barbiturates to help patients sleep, to relieve their pain, or to help them handle emotional upsets (like being very scared or worried about something). But some people take barbiturates to forget their problems. They think that the things that bother them will go away by taking these pills. Too many teenagers think the "high" of a barbiturate is the best thing going.

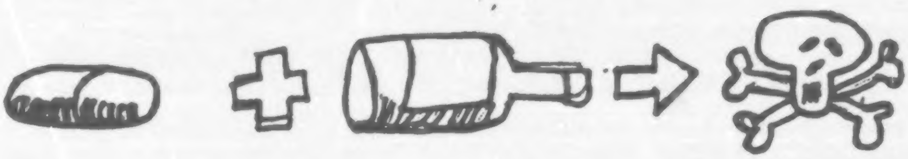


Barbiturates come in different shapes and colors. They are often red, but they can also be yellow, blue and yellow, or red and blue. It is important to know what the pills look like because they are ADDICTIVE and VERY DANGEROUS.

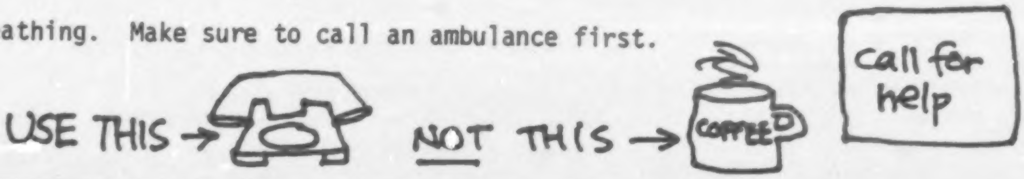


Barbiturates are among the most dangerous drugs that a person can buy. This is because they make a person very sleepy, and affects the brain. The drug slows down breathing and heart beat. Sometimes it slows them down so much that the person passes out. Too many barbiturates can cause death, because the body stops getting oxygen and blood. The other great danger with barbiturates is addiction. A person who takes too many barbiturates will begin to need more and more of them. He will keep needing more and more in order to forget his problems. When the downers wear off, the problems are still there. So the person just keeps taking more

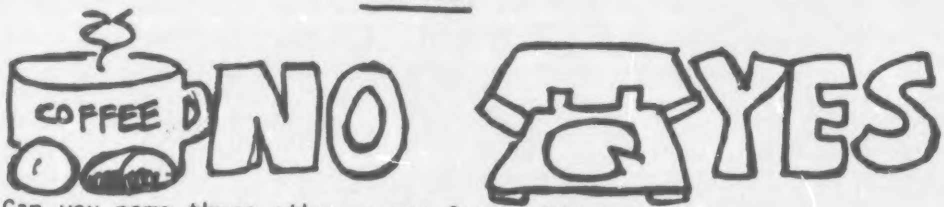
and more. Downers are very addicting, and they are very hard to stop. A person who is addicted to a barbiturate needs a lot of help from his friends and from trained people, if he wants to break his habit. People trying to give up a barbiturate habit often have seizures which causes them to be in hospitals under a doctor's care.



One of the greatest dangers in using barbiturates is MIXING them with alcohol. People who want to forget their problems often drink. If they mix alcohol with barbiturates, both drugs are much stronger. Many people have died or been hurt very badly from mixing alcohol and barbiturates. If you see someone who has overdosed on barbiturates, never give them coffee or other pills. They need a doctor quickly. You can help the person by helping him to keep breathing. Make sure to call an ambulance first.



## Review



1. Can you name three other names for barbiturates? ____________________

____________________________________________.

2. What should you do first for a person who has overdosed on barbiturates?

____________________________________________.

3. When are barbiturates legal? ____________________

____________________________________________

4. Are barbiturates addictive? Yes No

### True or False

1. It is very dangerous to drink alcohol if taking barbiturates. T F

2. It is legal to use barbiturates under a doctor's care. T F

3. People cannot get addicted to downers if a doctor has prescribed the pills. T F

4. Barbiturates make you feel awake. T F

## Things to Think About

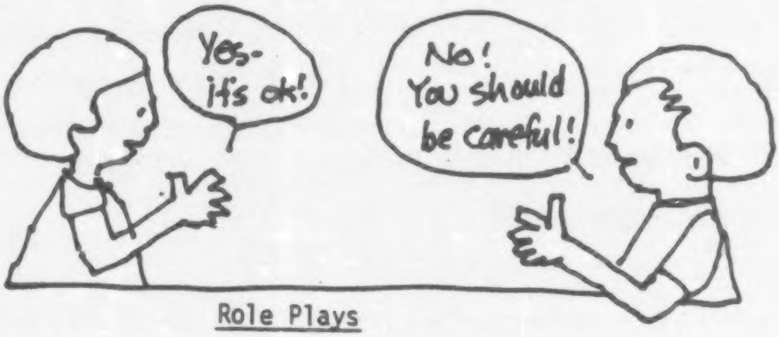
1. Make up an ad for the use of barbiturates.

   Make up an ad against the use of barbiturates.

   A. Make a poster for the ad.

   B. Act out the commercial for your classmates.

   C. Do a debate on the pros and cons of barbiturate use.


Yes- it's ok!
No! You should be careful!

## Role Plays

1. Call for help when someone is sick from mixing barbiturates and alcohol.

   A. Where are you calling?

   B. What do you say?

   C. What do you do?

2. You are feeling very nervous and upset. A friend tells you to try some sleeping pills to relax. What will you do? How do you make that decision? Use the 5-Step Model to help you decide what to do.

# lesson: Tranquilizers (downers)

## goals:

1. To alert students to the dangers associated with misuse of tranquilizers
2. Students will understand the difference between use and abuse of tranquilizers.

## activities:

### INFORMATION

Words to Watch

"Tranquilizers"

Review

### AWARENESS

Analyze and Create Ads

Debate

### DECISIONS

Role Plays

Evaluate the Class

## materials:

| | |
|---|---|
| Included: | Words to Watch<br>Tranquilizers<br>Review<br>Role Plays<br>Program Manual |
| Other: | Medical Magazines with drug ads |

# Notes for Teachers

LESSON: Tranquilizers

NB: You may want to combine this lesson with the previous one on barbiturates.

Activity 1: Words to Watch

Use this vocabulary list as an introduction, clarification or review exercise.

Activity 2: "Tranquilizers"

This brief reading reviews some issues associated with tranquilizer use and abuse.

Activity 3: Review

The fill-in and true or false exercises can be done in written or oral format, or can be given as homework.

Activity 4: Analyze and Create Ads

Students might enjoy looking at some ads from medical journals that advertise these drugs. Urge them to analyze the ads by looking for notes on precautions, promises, dosages, etc.

Then ask them to create their own ads for or against tranquilizers. This could be followed by a debate on the same point. Perhaps students could argue the merits of tranquilizers being legal.

# Notes for Teachers

LESSON: Tranquilizers

Activity 5: Role Plays

Two role play suggestions are provided. Students' own experiences may offer some rich case studies for role play.

Activity 6: Evaluate the Class

(see Program Manual)

## Words to Watch

Occur

Overdose

Patients

Prescribed

Tranquilizers

# Tranquilizers (downers)

Valium, Librium, Thorazine, Quaaludes

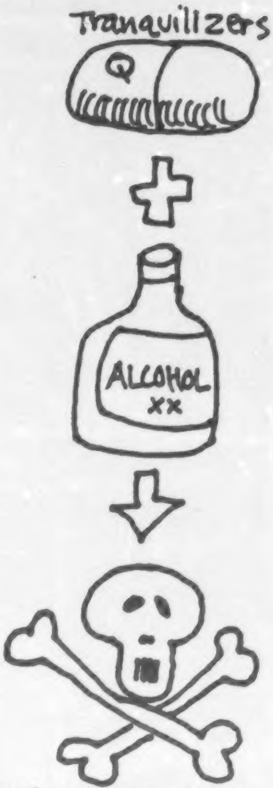
## What are tranquilizers?

For many years people thought tranquilizers were safe. Now they know that using these pills, which help you relax, can get you hooked (addicted).

You have probably heard of Valium, Librium and Quaaludes. Many doctors give them to their patients when the patients are tense, nervous or in pain. If the person takes only what the doctor prescribes, and only uses the pills for a short time, then the tranquilizers are safe.

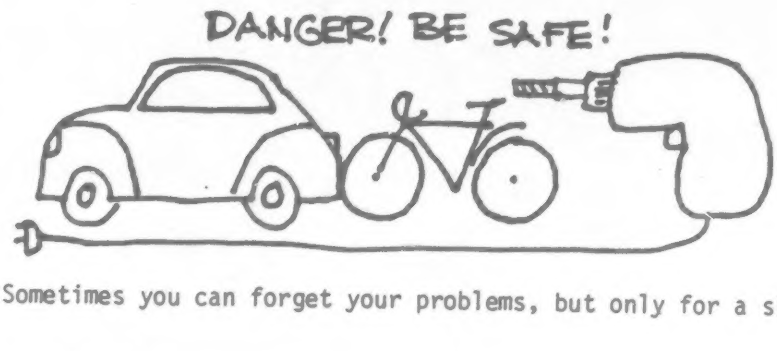
## What are some dangers of downers?

These "Downers" are dangerous if you take too many. It is very easy to overdose on tranquilizers. The most scarey thing is that some people can overdose on only four pills, while others can take ten before they get sick.



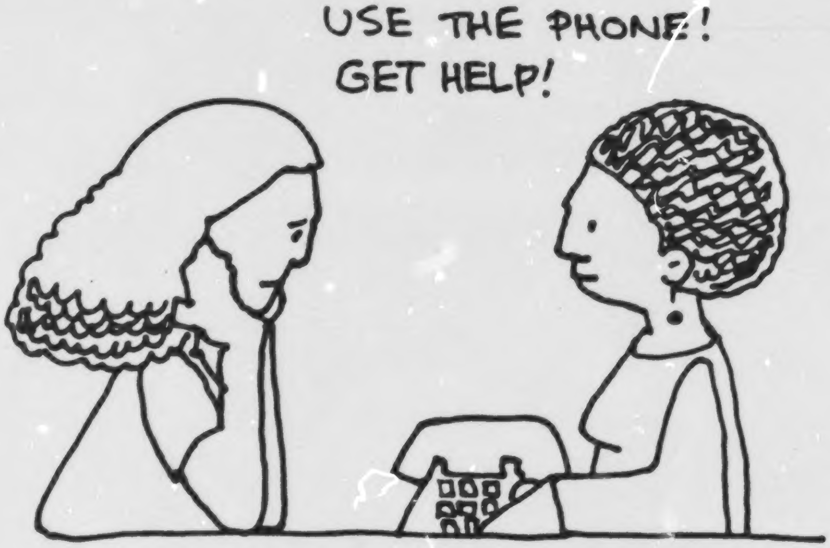
Most deaths caused by tranquilizers occur because the person takes them with alcohol. These are very strong drugs and will make you very sick and perhaps kill you, if you mix them with alcohol. The problem is that sometimes the pills make you feel high, so people keep taking them. It is hard to know what will happen each time you use a tranquilizer, especially if the pills have been bought on the street. Most pills sold as downers are just a lot of chemicals mixed together, so the buyer doesn't really know what is in the pill.

Just like with alcohol, it is dangerous to drive, ride a bike or use power tools when you take a tranquilizer. It slows you down and makes you dizzy. Sometimes you can forget your problems, but only for a short time.


DANGER! BE SAFE!

It is a serious problem if you can't face life without taking pills -- to hide from your problems. It is a sign that you are unhappy. That is the time to see a doctor or counselor to find out why you're so unhappy.

If you are with anyone who takes too many tranquilizers or mixes them with liquor, get them to a hospital. Do not give them anything to drink.


USE THE PHONE!
GET HELP!

It is easy to overdose (take too many) on tranquilizers. Mixing downers with alcohol can kill you. If you or anyone you know is taking tranquilizers, then call a doctor or counselor to see why you or they are unhappy. It may feel great to take a few pills, but they can make you sick.

## REVIEW

1. Name two reasons why people take tranquilizers:

a. ____________________________________________

b. ____________________________________________

2. It is dangerous to ______________________________ when you take a tranquilizer.

3. An overdose is when someone takes ______________________________ tranquilizers.

### True or False

1. It is easy to overdose on tranquilizers. T F

2. Tranquilizers are legal. T F

3. People who are happy take tranquilizers. T F

4. Tranquilizers mix well with alcohol. T F

## Create an Ad

a. First, cut out some tranqulizer ads from some doctors' magazines. What do these ads say? Do they tell the whole story?

b. Now, make up your own ads. Make one up that is FOR tranquilizers. Make one up that is AGAINST tranquilizers.

c. Draw pictures or make speeches that will convince your classmates.

d. Debate the pros and cons of tranquilizer use.

## Role Plays

1. Your relative is on tranquilizers because s/he is in pain. S/he wants to drive to the store to pick up their prescription re-fill. Would you say anything? What would you say? Why? Would their age make any difference to you?

2. A friend is having a hard time at home and in school. She asks if you can get her some valium. What would you say? Why?

Decisions About Drug Use

# lesson: Amphetamines

## goals:

To increase students' understanding of the cycle of amphetamine abuse and addiction

## activities:

**INFORMATION**

Words to Watch

"Amphetamines"

Review

**DECISIONS**

Role Plays

Evaluate the Class

**AWARENESS**

Pills and Weight

Analyzing ads

## materials:

Included: Words to Watch
"Amphetamines"
Review
Role Plays
Program Manual

Other: Advertisements from magazines or T.V.

# Notes for Teachers

LESSON: Amphetamines

## Activity 1: Words to Watch

This vocabulary list can be used as an introduction, clarification or review exercise.

## Activity 2: "Amphetamines"

The brief text reviews some of the dangers and effects of amphetamine use. It can be read aloud or individually by students.

## Activity 3: Review

These questions can be done in oral or written format or as homework.

## Activity 4: Analyzing Ads

Students and/or instructor should collect ads for over-the-counter stimulants. Also, students should be urged to report on ads they have viewed on television for diet pills.

Discuss these ads as a group by thinking about:

1. Why are there so many pills available to help people lose weight?
2. Are these pills safe? Why? Why Not? (cont. next page....)

3. Would you let your child use these pills?
4. Why are so many people unhappy with the way they look?
5. How are so many Americans convinced to use these pills?

Activity 5: Pills and Weight

The intent of this exercise is to raise students' awareness of the effects of advertising on our self-images; it can be easily tied with the previous activity.

There are a number of methods for exploring the reasons behind the wide use of amphetamines as weight-reducing agents.

a. Students can be asked to create an ad to sell amphetamines as a diet-helper. They should be able to explain why they used the methods they did to convince buyers.
b. Students can research the use of amphetamines among sports figures, models, entertainers and people in the public eye.
c. An historical look at the different types of body shapes that have been considered beautiful at various times in history will provide an awareness of the transience of the "right" way to look. A visit to a local art museum (or perusal of old magazines) would point this up.
d. Try to discuss who it is that decides how people should look; where do these messages come from? Where do they originate?

Activity 6: Role Plays

The four role plays offer some situations in which to explore the use and/or abuse of amphetamines. At least two of them offer good opportunities for using the 5-Steps to Make a Decision./ Activity 7: Evaluate the Class (see Program Manual).

## Words to Watch

- Addicted
- Addictive
- Amphetamines
- Chemicals
- Damage
- Dangerous
- Especially
- Nervous
- Normal
- Peppy
- Permanent
- Poison
- Speed

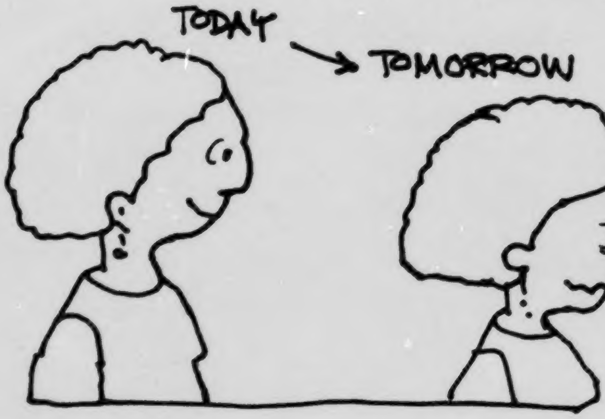
# Amphetamines (uppers)

Dexedrine (dexies), Methedrine(meth), Benzedrine (bennies), Crystal

## What are amphetamines?

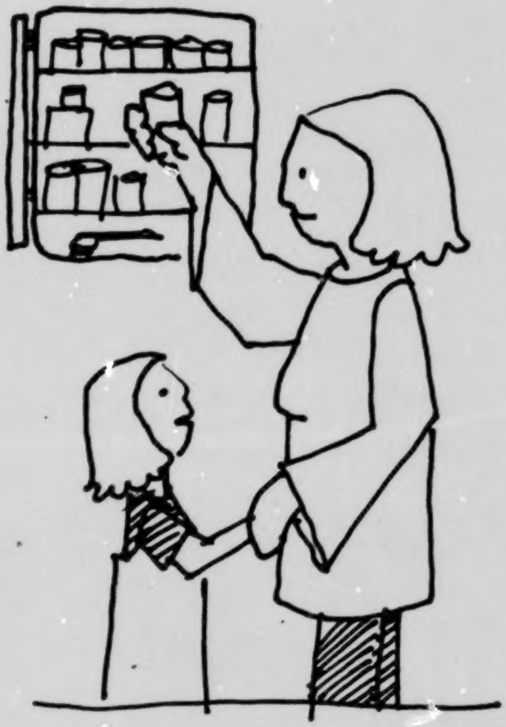
Amphetamine is the scientific word for a drug called speed, or whites. People use speed so they can feel peppy or full of energy, because the drug keeps them from feeling sleepy. Other people speed to lose weight, because it keeps them from feeling hungry. Speed is a stimulant, like caffeine. But speed is much stronger than caffeine.

Pills that keep a person from eating or sleeping are very dangerous. Everyone needs to get enough sleep and food to keep healthy. A person who uses speed does not get enough rest or food. She begins to feel sleepy, tired, sick and sad. Scientists



Scientists have found out that people who use a lot of speed seem to grow old more quickly. Their heart and lungs work harder and begin to wear down because of not getting enough food or sleep. The brain and liver are also harmed by speed.

Speed used to be very popular with people who wanted to lose weight. Speed is in diet pills. Sometimes children would see their mothers using the pills and want to try them too. Speed is very dangerous for children.



It is very hard to get speed from a doctor now. This means that most people must get the pills from dealers on the street. Like other drugs, street speed is dangerous because it is hard to tell just what is in the little white pill. The speed pills sometimes have other chemicals in them. They may even have a poison called strychnine.

## What does speed look like?

Speed can come in the form of capsules, pills, powder or liquid.

It is swallowed or taken with a needle (injected).

## Is speed addictive?

It is easy to become addicted to speed. A person who uses speed often will have to take more just to feel normal. Without the peppy feeling, a speed addict becomes sad or nervous. When she feels like this, an addict wants more of the drug to get rid of the bad feeling. Then the speed wears off. She feels sad again, and wants more. After a while, the speed addict may need ten pills a day just to feel normal. A person who uses speed every day quickly starts to mess up her body. Using speed for a long time can lead to permanent

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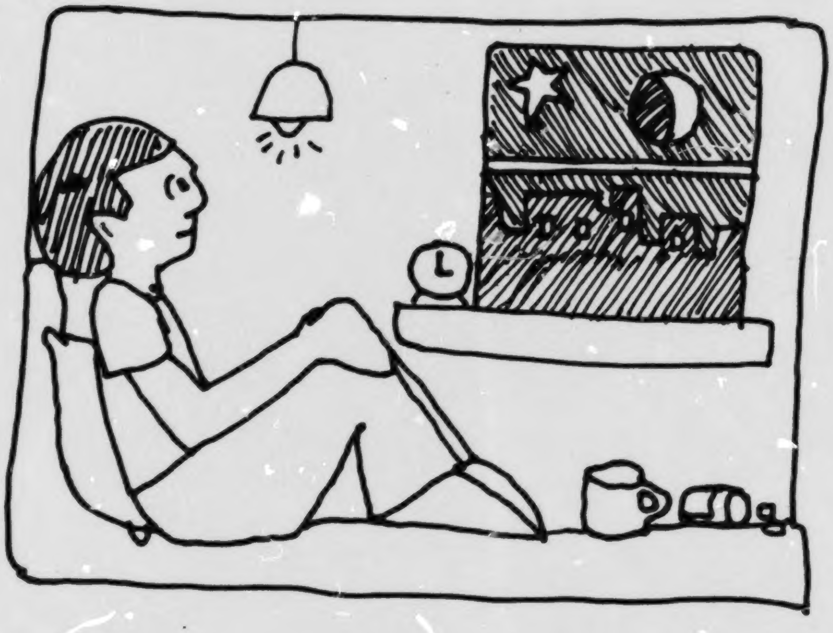
damage.

Speed or white are dangerous because they stop a person from eating and sleeping as much as she should. This is especially dangerous for young people -- who need lots of food and sleep to grow. Speed bought on the street can contain chemicals and even poison. Speed is a dangerous drug to begin using, because it is psychologically addicting and can cause serious damage to the person's body.



## Review

1. Amphetamine is the scientific name for the drug called
_______________ or _______________.

2. Amphetamine is found in _______________ and
_______________ pills.

3. Speed bought on the street sometimes contains _______________.

4. Speed is a stimulant. T F

5. Speed makes you sleepy. T F

6. Speed makes you hungry. T F

7. Speed is addicting. T F

# Things to Think About

1. You have a chance to be in a play, but the director wants you to lose some weight for the part. A friend suggests that she can get you some speed pills (amphetamines). They will keep you from feeling hungry and give you energy to stay up at night working on your lines. What would you do with that advice? How could you make a decision about whether to try the pills or not?

2. Someone you really care about is looking very tired and thin. When you ask them if they are okay,they tell you about the great pills they have been taking. What would you say to that person? Would you just talk, say nothing or do something?

3. Your team is doing very well this season. The championship game is coming up next week and your coach offers you some speed pills that will help you move more quickly without getting tired. What do you do or say?

4. Your mother uses an over-the-counter diet pill. Would you say anything to her? What would you say?

Decisions About Drug Use

# lesson: Drugs Around My Way

## goals:

1. To help students think about the role of a pusher in communities.
2. To explore the role of drugs in some relationships.

## activities:

### INFORMATION

Pushing: What's It All About?

Around My Way

### AWARENESS

A Play: "Moods, Money and Pills"

Discussion Questions

### DECISIONS

How to Decide

Case Study

Evaluate the Class

## materials:

A Play

Discussion Questions

Case Study

Program Manual

# Notes for Teachers

LESSON: Drugs Around My Way

## Activity 1: Pushing: What's It All About?

A. Look up the word "push" or "pushing" in the dictionary.

B. Free Association: Ask students to free associate words that come to mind when you say "pusher". List these on the board.

C. Make 2 columns on the board -- one titled legal and the other illegal. Brainstorm types of pushing that are legal (physical pushing, all advertising, etc.) and illegal (threatening with weapons, street drugs, etc.)

## Activity 2: "Take My Pill...No, Take My Pill" -- a play

A. Write the names of the characters on the board and ask students to select a part.

B. At least one adult should take on a role, so the parts can be exaggerated and dramatic.

C. After reading the play, ask students for their immediate reactions. Help students to make connections between what happens in the play and how they might learn from it to make more informed decisions.

## Activity 3: Discussion Questions

Be sure to read these questions carefully before doing the lesson. There are too many questions to get through in one session, so you will want to pre-select.

## Activity 4: How to Decide What to Do

This exercise will help the students apply the 5-Step Model to the case in the play. Students can pursue this in oral or written format.

## Activity 5: Around My Way

Take some time to explore students' personal experiences and ideas about pushers. What are the students' opinions about these situations?

## Activity 6: Case Study

This case can be explored through role play, class discussion, or as a written assignment.

## Activity 7: Evaluate the Class

(see Program Manual)

## A Play:
## MOODS, MONEY, AND PILLS

* * * * * * * * * * * * * *

### Cast of Characters

**FRED:** a 15-year old boy

**BETTY:** Fred's friend

**LARRY:** a kid from the high school

**COMMERCIAL ANNOUNCER**

**COMMERCIAL ACTRESS or ACTOR**

**NARRATOR**

### Setting

**Narrator:**

Fred walks into his house in a really bad mood. He just found out that he would not be able to get a job through his school, because the federal funds for jobs were cut. That means he will have to look for a job by himself. He is worried. He keeps hearing that there is a lot of unemployment, especially for teenagers.

### Act 1

**Fred:** (talking to himself) Boy, am I in a bad mood. I really need that school job. I really need some money, and I want to get some training. It's not fair. I think I'll just watch some tube and forget about it for now. (Fred sits down in a chair and puts on the TV. The news comes on.)

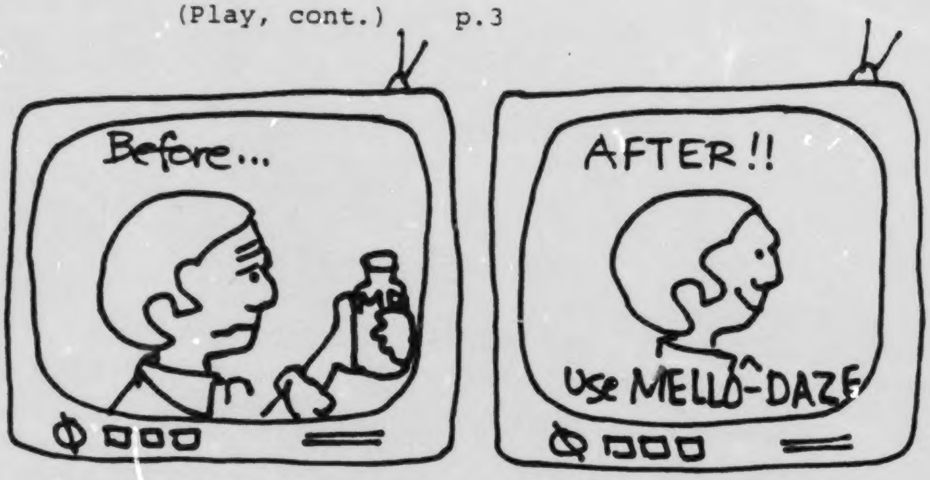
Newscaster: Good evening. The latest poll shows that there are very few jobs for teenagers today. Most of the federal money for jobs has been cut. And businesses are not doing well, so they do not want to hire any more. Many teenagers have nothing else to do, and some are just hanging out on the streets and turning to crime and drugs. The mayor is concerned. We'll be back after this commercial.

Fred: That's the last news I want to hear right now. Man, that makes me mad. This is all giving me a headache and making me tense.

Commercial announcer: Does this sound familiar to you?

Commercial actress or actor: I woke up late this morning and missed my bus. The boss crabbed at me the rest of the day. Then at 5:00 the rush hour was so bad, I didn't get home until 7:00 o'clock!! When I finally sat down to relax, I had a splitting headache!

Commercial announcer: Yes. That is life today! AND WHEN LIFE GOT TOUGHER, WE GOT STRONGER! Mello-daze is the painkiller of the future. Mello-daze has been clinically tested and scientifically guarantees long-lasting relief. Try Mello-daze for headache pain. After you try Mello-daze, you'll have a new outlook on life!


Before...
AFTER!!
Use MELLO^DAZE

Fred: I need some of that, man. I need a new outlook on life. Everything is such a bummer. Maybe those guys on TV know what they're talking about. (Fred goes to the bathroom medicine cabinet to look for some Mello-daze, but there is none there.)

Fred: Oh, shoot!!!xx*&¢!*¢&&&* I guess I'll go to the drug store to pick some up.

## Act 2

(Fred walks out of the house and up the street when he meets an old friend of his.)

Betty: Hi, Fred, how you doing? You look pretty lousy.

Fred: Oh, hi Betty. Yeah, I'm bummed out. I just found out that I can't get a school job, and now I've got a xx##%% headache. So I'm going to Charlie's Drug Store to pick up some Mello-daze. I figure that it will give me a new outlook on life.

Betty: Mello-daze!!! You've got to be kidding. That's not gonna do nothing for you.

Fred: (Thinks, hey, maybe Betty's got another answer. Maybe she knows something I don't know).

Betty: Yeah, man, come with me. I know where you can get something better.

## Act 3

(Betty takes Fred over to a corner in the school yard. There they meet Larry.)

Betty: Hey Larry, I got a friend here who needs your help. His name is Fred, and he ain't feeling too good.

Larry: Well, you've come to the right man, Fred.

Betty: I met Fred on his way to buy some Mello-daze for his headache. I told him you'd have something better. Got anything?

Narrator:
(In the meantime, Fred starts wondering why these guys are caring so much about him. He saw Larry around the school before. He didn't seem like the caring type.)

Larry: Hey, Fred, man, try some of these. They take the pound out of your pain. They'll take the worry out of your warts. They'll put some happy in your heart.
(Larry shows Fred two yellow pills.)

Larry: They're a dollar each.

Fred: A dollar each???!!! Two bucks for those little things!! Are you kidding? I got better things to spend my money on.

Betty: Hey, buddy, don't knock them 'til you've tried them. I know. I was feeling all tense and hyper testerday, and Larry laid some of these babies on me and soon I was mellower than jello! I'm telling you,they're worth it. Would I kid a friend?

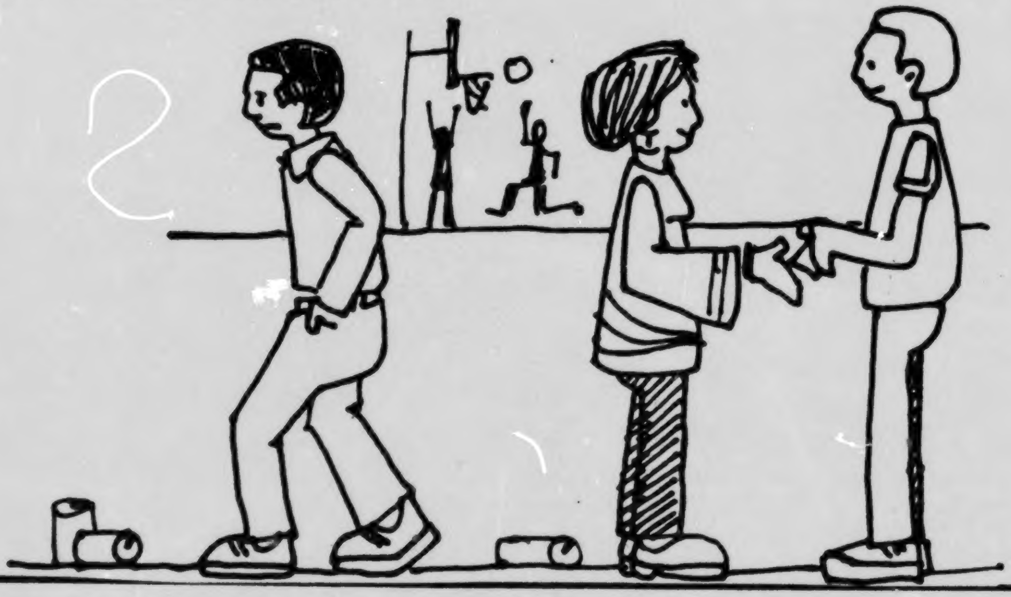
Fred: I guess not. But I don't know. I just want to get a job. If it wasn't for that, I wouldn't be so bummed out in the first place.

Larry: A job! Oh yeah, I know that scene. I tried that route for 6 months. When nothing turned out, I found other ways to make some dough. Maybe if you change some of your ways, I'll let you in on a good line of work.

(Fred thought: Well, these guys seem happy enough. I guess they know what they are talking about. At least somebody cares. Couldn't hurt to try).

Fred: Okay, lay some on me. Here's the 2 bucks.

Narrator:
(Fred swallowed the pills, said good bye, and walked away. As he was walking away, Larry and Betty smiled at each other. Then Betty put out her hand and Larry put a bill in it. Then Betty walked off towards the other end of the yard where she saw somebody else she knew.)



## DISCUSSION QUESTIONS

1. Do you think that Fred should have bought the pills? Taken the pills? Taken both of them at the same time? Why?

2. Do you think that Betty was a good friend? Why?

3. Why did Larry give Betty $1.00?

4. Can you or Fred be sure about what the pills were?

5. Who are the pushers in this story? (Hint: there are 3!)

6. Why did Larry decide to become a pusher? Was that his only solution?

7. What was the reason that all three pushers wanted Fred to buy their drug?

8. Do you usually do what TV tells you to do? What friends tell you to do?

9. Why did Fred think that the TV announcers knew what they were talking about? What kinds of words did they use to convince their listeners that their product works.

10. Do you think people on TV who sell drugs are pushers?

11. Why are some kinds of pushers allowed to go on TV while others are not?

12. Do you think that pushers have a right to be on TV? Why? Why not? What kinds?

13. Where else might you find a product pusher? Do pushers sell only drugs?

14. Have you ever been influenced by a pusher? (Hint: Have any of you ever wanted a pair of Designer Jeans or a portable radio/tape player. Have you ever thought it would be cool to smoke? Where did you get the idea for these things?

## 5 Steps to Make a Decision

## HOW to Decide

1. What was Fred's original problem?

2. What caused this problem? (Hint: The answer is in the first paragraph, "Setting.")

3. What solution did Fred choose to deal with his problem?

4. What may be some of the consequences of his decision?

5. Did his decision solve his problem?

6. Where did Fred get the idea for this kind of solution in the first place?

7. What else might Fred do to solve his original problem? List at least 5 alternative solutions. (Use the whole class to get some more ideas).

8. If you were a good friend of Fred's, what would you tell him to do?

9. Why did Larry say he decided to become a pusher?

10. Does Fred have to choose the same route? What else can he do?

## What To Do?

You have been trying to save some money for a tape deck you saw. Already you have half of the money. One of your sister's friends says she can help you out. If you'll sell some drugs for her, she'll let you keep some of the money. Her offer is very tempting because you know you could sell the stuff easily. What do you do? Does it matter what the drug is? Use the 5-Steps to make this decision.

1.

2.

3.

4.

5.

Decisions About Drug Use

# lesson: Alternatives to drug use

## goals:

1. Students will be able to name 5 alternatives to using drugs.

2. The difficulty associated with changing behavior will be more fully understood

## activities:

### INFORMATION

Learning Skills

Success Stories

Interviewing

### AWARENESS

Why Do People Use Drugs (brainstorm)

Listing Alternatives

Family Feud Game

Role Play (Case Studies)

### DECISIONS

Case Studies: Changing Behavior

Evaluate the Class

## materials:

Included: Case Studies: Changing Behavior
Manual

Other: Newsprint and markers
People to interview
Whatever is needed for "Learning Skills"

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# Notes for Teachers

Alternative to
LESSON: Drug Use

NB: Students need to think about why people use drugs; their motivations. This will provide a basis for considering what alternatives are available to drug users. Our job is to help students think about general alternatives and then apply them to specific situations, so that the alternatives seem appropriate to each set and setting.

This lesson can be introduced by reviewing past lessons: degress of drug use, effects of drugs, drugs and the media, set/setting/substance, etc. In each of the lessons we have examined the role of the individual in drug use. Every person has a choice about using drugs and needs to practice thinking about their choices. Today we will think about what other activities can be alternatives to drug use and abuse.

Activity 1: Why Do People Use Drugs? -- Brainstorm

A. Try to remind students to include alcohol and tobacco in their thinking.

B. List students' responses on the board -- keep this list prominently displayed throughout the lesson.

C. Select three of the responses for the next exercise; for example: to be liked, because they're sad, to have fun, to relax.

## Activity 2: Alternatives

The purpose of this activity is to generate lots of ideas. Quantity is important so that students feel like there are options to choose from. Please consider which of the four options presented would appeal to your students and result in the largest and most varied listing of alternatives.

A. Make three colums on the board or hang 3 pieces of newsprint on the wall.

B. Title each column with one of the responses from the brainstorm. For example: to have fun, to forget problems, to be liked, to get high.

C. Options

1. As a class, ask students to think of things to do in each of the 3 areas besides using drugs. List their ideas in each column.
2. Break the class into 3 small groups. Each group has to work on one column for 4-5 minutes. When time is up, the whole group shifts to the next column and adds onto the previous group's list.
3. Station one student in front of each column. (You may need more than 3.) They have 2 minutes to list as many activities as they can. At two minutes, they must move to their right and work on the next column for 2 minutes, and so on, until all kids have worked in each column (or no longer than 10 minutes.)
4. Set the desks/chairs in two rows facing each other. Tell the students to make believe they are in a "Family Feud" contest.

Activity 3: Family Feud

This game has proven enjoyable and educational to many students. The idea is to list things in specific categories and to list more than the opposing team.

For example, one category could be "Ways to Relax". Everyone would get one minute to think, then each team member would be asked to state their idea. One person from one team would say their idea (for instance, take a nap, breathe deeply) and get one point for it, then one person from the opposing team would say their idea, and so on down the row. The teacher should do two things: kepp track of points and list the ideas generated. Points are gotten for original answers only; duplicate or very similar answers don't count. Students get only 30 seconds to think of an answer. The winning team is the one with the most points.

Review the lists verbally, helping students see that there are many different types of alternative activities; active, passive, solitary, group-oriented, work, play, free, expensive, etc.

It is appropriate here to remind students that they have listed many alternatives to drug use but that actually using the alternatives can be hard to do.

In order to change behavior, people need to think about: 1. why they are doing something (their reason for using drugs), 2. if they want to change that behavior, and 3. how to substitute a new behavior (an alternative) for an old one (drug use), and 4. what the pressures are on people to continue their old behaviors (drug use).

Methods for Using alternatives to drugs:

There are many different activities for practicing the use of alternatives. The following are a few options which are described more fully below.

Please assess your students' needs and interest before selecting the next activity. Each option offers a different focus for looking at implementing alternatives to drug use.

## Activity 4: Case Studies--Changing Behavior

Case Studies asks students to anticipate the problems and rewards involved in changing behvior. It is important to help students hypothesize about aspects of each character's lives that are not presented in the case. The cases can be used to stimulate group thinking, problem-solving and discussion with role-playing offering a more active approach to the cases.

Many students respond more enthusiastically to case material that is based in their experience. You may choose to urge the class to develop a couple of cases from their own realities to serve as a basis for analysis and discussion.

### Case Studies: Changing Behavior

1. Discussion: To motivate the class to examine and discuss the cases, you may choose to use the following questions as discussion motivators:
   a. What are some plausible alternatives to the problem habit? (sports, relaxation, therapy, etc.)
   b. What are some of the feelings the person might have when they are changing something about themselves? (scared, excited, challenged, tense).

1. Changing Behavior (cont.)
    c. What might be some of the consequences (positive and negative) of changing? (loneliness, triumph, ostracism, craving, respect, relief).

2. If these cases are boring or difficult for the students, help them to develop their own cases based on their own experience.

Option: Role Play

a. Students can play a friend to the case character and discuss the problem, possible solutions, give advice, anticipate difficulties, etc.
b. Students can act out each character mulling over the particular situation and present their chosen solution.

## Activity 5: Learning Skills

Learning Skills asks students to experience one or two of the alternative behaviors, then examine their reaction to the experience both from a personal perspective and objectively in terms of the realism of the alternative. Try to evaluate the benefits of each alternative as they realte to the reasons for drug use (refer to class list).

Active learning may work best with your class. If this is the case, then try this activity. The class can be broken up into small groups so each group is working on a different activity or the whole class can work on one or two of the activities as a group. For example, teaching a basic relaxation technique, working on a cooking project, some calisthenics, playing solitaire.

Activity 5: Learning Skills (cont.)

Another possibility would be to ask students to break up into pairs. Each student would be expected to teach the other student an activity they use to have fun and relax.

The focus should remain on the activity as a possible alternative to drug use and be evaluated from that perspective.

Learning Skills

1. Some possibilities for skills to teach as alternatives to drug use are:
   *relaxation technique (see below)
   *cooking--make something easy
   *reading something (offer biographies, short stories, maps, magazines, cartoons--all of these activities require pre-planning and organization of teaching materials).
   *calisthenics/jumping rope
   *writing a letter
   *drawing
   *any sport
   *playing solitaire

2. Questions for processing the experience might include:
   a. Was this fun/did you enjoy yourself?
   b. What felt good about this activity?
   c. What felt bad about this activity?
   d. Is this something you could do to replace "bad" habits?

Activity 5: Learning Skills (cont.)

3. Ask each student to name one skill they could teach, or would suggest to someone who wanted to find some alternatives to drug use. List these.

4. Ask students:
   a. how they felt doing the exercise.
   b. how they'd felt before the exercise.
   c. how they feel now -- any different? better? worse?

Activity 6: Relaxation Technique

The idea behind relaxation is to loosen muscles and clear the mind. This activity may be resisted, in which case the teacher determines how far to push/insist.

1. Lower blinds, turn off lights.
2. Explain, in a soft tone, that the next few minutes will be spent relaxing and feeling calm. Students who choose not to try the exercise must remain quiet throughout.
3. Quietly and slowly instruct students to:
   a. close their eyes without squinting them.
   b. let their chin drop to their chest or rest their head on their arms on the tabletop.
   c. try to loosen their shoulders with their mind...feel the muscles get loose.
   d. breathe deeply in, then let the breath out slowly, feeling all tension go out with each breath.
   e. forget about everything except relaxing the muscles.
   f. do this for 5 minutes.

Activity 7: Success Stories

Read success stories about people who have successfully changed a "bad" habit.

Students may prefer to hear about people who have successfully substituted alternatives for drug use. These stories can be found through your drug center, in newspapers, medical journals, biographies, etc. Again, help the students to examine what factors facilitated the change, the problems and successes encountered along the way and how the person's life has changed.

This is another activity where students can learn from their own material. With your support and encouragement, the students can think of someone they know or have heard of who has successfully changed a "bad habit." Their information will be the basis for the class' examination and analysis of the success story.

Reading success stories:

1. Find one or two stories.
2. Read them aloud to/with students.
3. Examine and evaluate each story by considering:
   a. other available alternatives to the character;
   b. why they got involved initially;
   c. what problems and successes the character faced;
   d. how their lives are different as a result of the change.

## Activity 8: Interviewing

A. Interview people who have changed (ex-junkies, ex-obese people, ex-cons, ex-smokers, etc.), and/or

B. Make up interview questions for a fictional interview so students think about what they want to know about changing.

One powerful way to think about alternatives to drug use is to hear personal change stories. Many drug/alcohol agencies have speakers that visit groups to discuss their problem and recovery.

To enhance the visit, students should develop "interview" questions that will enhance their thinking about behavioral change and drug use. The students can come up with questions like: Why did you start using drugs? What made you decide to change your behavior? What was hard about changing? What is it like for you now? etc.

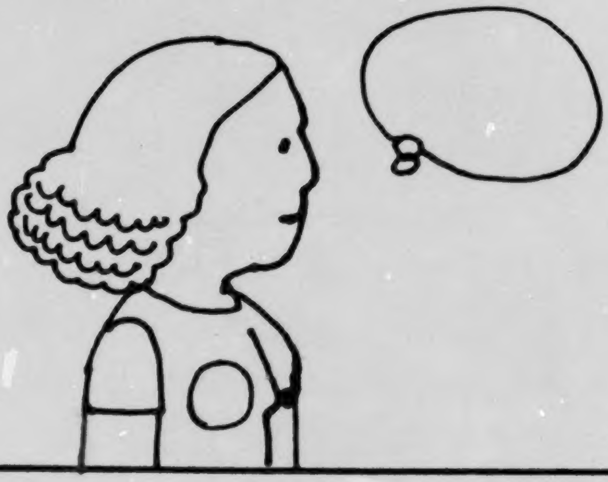
## Activity 9: Evaluate the Class

(see Program Manual)

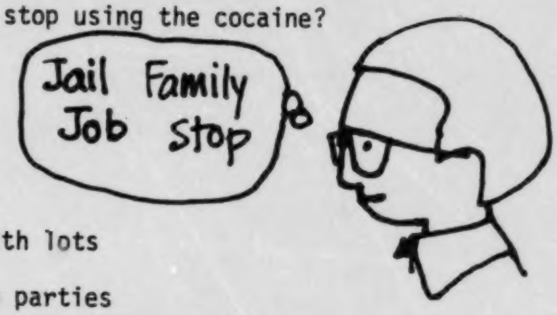
## Case Studies: Changing Behavior

Tim argues a lot with adults. Each time Tim thinks he'll be with adults, he smokes a joint beforehand because he feels it will be easier to get along if he is high. Now he is getting bad headaches which his doctor thinks may be caused by chemicals in the marijuana that he buys on the street. How can Tim cut down on the marijuana?

Millie really wanted to be on the gymnastics team. The coach told her she'd be willing to work with her if she lost weight, because she was too heavy to move quickly around the bars. Millie had tried losing weight before but it never worked because Millie loved to eat. It made her feel good and she did it all the time. Now Millie decides that this time she really wants to lose weight. How can she change her eating pattern?

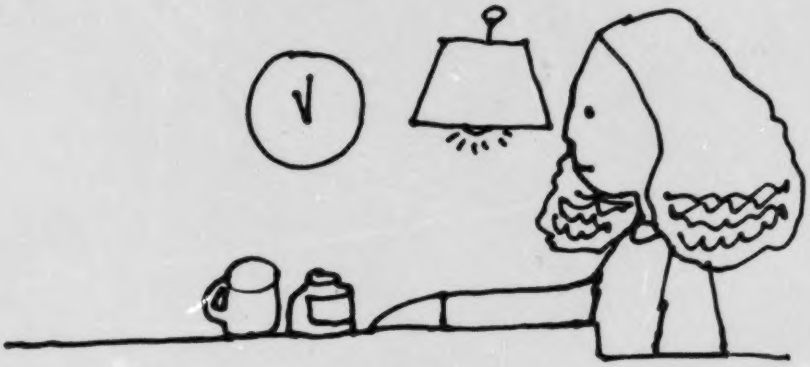


James is a nurse who works the night shift. During the day he takes care of the house and picks his children up at school while his wife is at work. Many nights, around 4 a.m. he gets really sleepy at work so he has a few cups of coffee. Lately, though, he's been using a sniff of cocaine to stay awake which he buys from a friend. It works really well, but he can't afford the $50 per week that it costs. He's also very worried about getting arrested using an illegal drug and what that would mean to his family and job. How can James stop using the cocaine?



Laurie is very popular with lots of people. She gets invited to parties all the time. The only problem is that she can't have fun at the parties without getting high. Mostly she uses liquor; anything there is (beer, wine, vodka) is okay by her. After two or three glasses she's the girl everyone likes -- funny, a good dancer, and friendly. She's scared now because she keeps wanting to drink during school too, so she'll feel happy. How can Laurie stop depending on alcohol?

Most nights when Barbara heads for bed she cannot fall asleep. A friend has been selling her some pills that relax her muscles and put her to sleep. Barbara also has been buying sleeping pills at the drugstore. Now she is worried that she's getting hooked and that her parents might find out, so she wants to stop taking the pills. How can Barbara cut out the pills?



Decisions About Drug Use

# lesson: Psychedelics

## goals:

To increase students' awareness of the effects and contents of psychedelic street drugs

## activities:

**INFORMATION**

Words to Watch
"Psychedelics"
Review

**DECISIONS**

Class Evaluation

**AWARENESS**

Brainstorm

Around My Way

Relevant Articles

## materials:

Included: Words to Watch
Psychedelics
Review
Role Plays
Program Manual
Other: Relevant articles on hallucinogens, especially P.C.P.

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# Notes for Teachers

LESSON: Psychedelics

## Activity 1: Brainstorm

A. Write L.S.D., mescaline, P.C.P., acid, and angel dust on the board

B. Make 2 columns on the board, one titled similarities, the other differences.

C. Ask students to brainstorm things that are the same about those drugs and things that are different.

Some similarities might include: illegal, makes you hallucinate, easy to get, used widely, dangerous, fun.

Some differences might include: made from different drugs, method of ingestion, price, appearance.

## Activity 2: Words to Watch

This vocabulary list can be used as an introduction, clarification or review for the text.

## Activity 3: "Psychedelics"

This brief text explores some of the effects of psychedelics and reviews the contents of hallucinogenic street drugs.

## Activity 4: Review

These questions can be done orally, in written format, or for homework.

# Notes for Teachers

LESSON: Psychedelics

Activity 5: Relevant Articles

There has been a great deal written on the use of hallucinogens by young people, especially P.C.P. Students can be required to find an article or the instructor can read some aloud.

Activity 6: Around My Way

Students will probably have stories to tell concerning the use of psychedelics around their way. Their stories can be discussed in terms of the decisions made in each situation.

Activity 7: Things to Think About

The four situations can be used to stimulate group discussion, as a basis for role plays or as practice with the 5-Step Model.

Activity 8: Evaluate the Class

(see Program Manual)

## Words to Watch -- Psychedelics

Caused

Chemicals

Chemists

Company

Crisis

Dangerous

Drug Crisis Center

Hallucinate

Hallucinogens

Mixture

Natural

Psychedelics

Scared

# Psychedelics

L.S.D., Mescaline, Psilocybin (mushrooms), P.C.P. (angel dust), D.M.T.

## What are psychedelics?

These drugs are called hallucinogens. That means that they make you see, hear or feel things that are make believe. This is called, to hallucinate,

You can only buy these drugs from people on the street. They are not sold in drugstores. Since the drugs are illegal, they are made by scientists in their homes. These chemists make lots of mistakes when they make the drugs, but they sell them anyway, just to make money.

So..... the scientist, seller (or dealer) and buyer don't know how strong the pill or tab really is. Most problems with these drugs occur because the little tab has too much of a drug in it. The person doesn't know how much of the drug is in the little pill and they end up taking too much. when someone gets scared on these drugs, it is called a bad trip.

People who take too much of these chemicals feel scared and

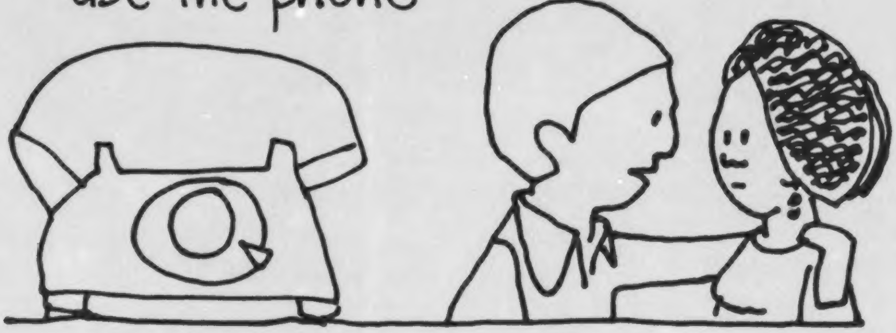
worried. If you are with someone who is on a bad trip, try to help them calm down. Hold their hand and remind them that they are on acid and their feelings are not real. Give them something to eat or call a drug crisis center. The centers are listed in the yellow pages.

On the street, there is no such thing as REAL acid, mescaline, psilocybin or THC. They are all chemicals, made by people

who are hungry for money. The only natural hallucinogens are found in the desert in some cactus and mushrooms. They are very hard to find and you have to take a lot to feel high. Often, eating these plants makes you sick to your stomach.

It is important to know about PCP, sometimes called angel dust. PCP is often mixed with parsley or marijuana, and then smoked in a pipe or joint. PCP was used to put animals, mostly horses, to sleep. That means that it is too strong for people to take. The drug company that used to make PCP doesn't anymore, because it is too dangerous. PCP makes you lose the feeling in your arms and legs. Often you don't know what is happening around you. More bad trips are caused by PCP than any other street drug. Sometimes it makes you cough up blood.

# GET HELP: use your friends or use the phone



**Mescaline, THC or psilocybin, are ALWAYS a mixture of either LSD or PCP.

**If anyone tells you he has any of these drugs, he is lying or stupid.

**Never take these drugs in a crowd or a strange place. If you or your friend is having a bad trip, stay calm and call your local drug crises center.

In Boston, call: 267-9150 PROJECT PLACE.

## Psychedelics

### Review

1. You can only buy psychedelics on the ______________________.

2. Psychedelics make you ______________________________.

3. P.C.P. is used to put ___________________ to sleep.

### True or False

1. Angel dust is a type of marijuana. T F

2. Acid and mescaline are usually chemicals made into pills. T F

3. You can only buy psychedelics in a drugstore. T F

4. P.C.P. makes you lose the feeling in your arms and legs. T F

# Things to Think About

1. Your friend took a little pill at a party. On the way home, your friend gets scared and worried because of what s/he is seeing, hearing, and feeling. S/he says s/he doesn't want to go home. What can you do? How do you decide what to do?

2. Your younger sister wants to smoke angel dust. She says all her friends do it. But she is asking you for advice because she has never smoked before. What will you say to her?

3. Tripping (taking LSD or mescaline) is popular in your crowd. People try to get you to try some THC. How do you make that decision?

4. You have to be home in two hours. Your friend suggests doing some mescaline. What will you do? Why?

## Decisions About Drug Use

# lesson: Cocaine

**goals:** To increase students' knowledge about the facts about cocaine.

## activities:

**INFORMATION**

- Words to Watch
- "Cocaine"
- Review
- Articles

**AWARENESS**

- Why People Use Cocaine
- Street Names
- Pretend you are a Judge....

**DECISIONS**

- Role Play
- Rate the Reason
- Class Evaluation

## materials:

| | |
|---|---|
| Included: | Words to Watch<br>Cocaine<br>Review<br>Pretend....<br>Role Play<br>Rate the Reason<br>Program Manual |
| Other: | Articles from magazines and newspapers. |

# Notes for Teachers

LESSON: Cocaine

## Activity 1: Street Names

Brainstorm some street terms for cocaine. They might include: coke, snow, happy dust, C, flake, blow, toot.

## Activity 2: Articles

During the last two years a great deal has been written on cocaine use in America. TIME did a cover story and newspapers have run series of articles on the drug. Try to find some of these and review them with the students to better grasp the phenomenon of cocaine's popularity.

Also, Richard Pryor's addiction to smoking cocaine has been well documented. Try to get a copy of his album "Live on Sunset Strip" and play the cut about his pipe, which offers a serious yet comically presented look at cocaine addiction.

## Activity 3: Words to Watch

This vocabulary list can be used as an introduction, clarification, or review exercise for the text.

## Activity 4: Cocaine

This brief text offers some information on the origins and use of cocaine.

Activity 5: Review

These exercises can be done orally or in written format or for homework.

Activity 6: Pretend You Are a Judge....

This activity asks students to discuss issues like intent, quantity and drug as they relate to the legal issues of drug use. Students should be able to discriminate between different kinds of drugs and their consequences.

The situation could be role played or written. Help students to make 2 lists that pinpoint differences between drugs and their consequences.

Activity 7: Role Play

Only one role play is provided. Students may have situations from their experiences that would serve as cases for role play.

Activity 8: Rate the Reason

Rating the reason will offer students practice in assessing their priorities and motivations around drug use. This can be a confidential or group effort.

Activity 9: Evaluate the Class

(see Program Manual)

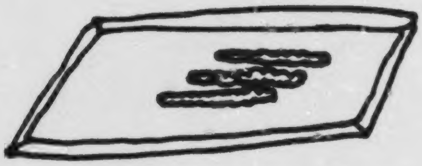
## Words to Watch -- Cocaine

Accepted
Blood Vessels
Coca
Cocaine
Curious
Damp
Dealer
Different
Effect
Expensive
Hallucinate
Heroin
Illegal
Opiates
Possession
Powerful
Research
Serious
Stimulant
Worried

# Cocaine

Coke, Snow, C, Flake, Toot, Lines

## What is cocaine?



Cocaine is a white fluffy powder that does not smell. It is made from the leaves of the coca bush. This bush grows in hot, damp places like those in South America. Cocaine is a stimulant. It is very different from drugs like heroin, which are opiates.

## What does cocaine do?

Cocaine is a powerful stimulant. It gives a person lots of energy and can keep them awake for several days., It can give a person a nice feeling for awhile. Sometimes, this feeling goes away, and the person begins to feel sad or worried.. For some people, cocaine has a strong, scarey effect. She may feel scared of her friends. She may begin to see things that are not really there (to hallucinate). She may think everyone is out to get her. She may lose control of herself.

A person who uses cocaine a lot may become addicted. The body won't need the drug, but the mind will. The person starts to feel different without the cocaine. If she doesn't have some every day, she starts to feel sad or tired or worried. Sometimes people feel depressed if they don't have the drug. Cocaine is a dangerous drug to use. It is also very expensive.

## How do people use cocaine?

Most people take cocaine by sniffing it. The drug goes into the blood vessels that are inside the nose. Some people inject the cocaine right into the bloodstream with a needle. This makes the effect of the drug happen right away. Some people mix cocaine with other drugs like heroin. They do this so they can try out different feelings. Mixing drugs is a very dangerous thing to do. A few people smoke cocaine which can be very harmful to the lungs.

People use cocaine because they like the way it makes their bodies feel. It gives them energy for a little while. It also dulls their hunger. Other people use it because they see their friends using it. They are curious, and want to try it too. They want to feel liked and accepted by their friends, so they try the drug too. Whatever the reason, using cocaine can become a dangerous habit.

## What are the laws about cocaine?

In most cases, cocaine is illegal. This means a person can only buy it on the street, from a dealer. As with other drugs, street buying means a person cannot be sure what is in the drug. Sometimes, since cocaine is such an expensive drug, most pushers only put a little real cocaine into the packages that they sell. The rest of what people buy could be anything. Sometimes, cocaine is

used by doctors to treat very sick people, or for research to find out how cocaine might be a helpful drug. Laws about cocaine are different in different states and cities. In most cases, possession of cocaine is considered a serious crime.

## Cocaine -- Review

1. Give three slang words for cocaine:

a. ______________________

b. ______________________

c. ______________________

2. Give two ways that cocaine can affect the body:

a. ________________________________________________

b. ________________________________________________

**True or False**

1. You can tell cocaine because it has a strong smell. T F
2. Cocaine can make a person feel sleepy. T F
3. Cocaine can make a person feel worried and scared. T F
4. Cocaine is usually sniffed. T F
5. Cocaine is cheap and hard to find. T F

## Pretend You Are A Judge

Pretend you are a judge. What should happen to someone who is caught with a small amount of cocaine on her? What if she was trying to sell the cocaine to a teenager? Do you think this is different from someone who is caught with a small amount of marijuana? With a small amount of heroin? With a small amount of alcohol? List the differences between the three drugs

List the differences among the four drugs: cocaine, marijuana, heroin, alcohol.

| Cocaine | Marijuana | Heroin | Alcohol |
|---|---|---|---|

List the different consequences you would consider:

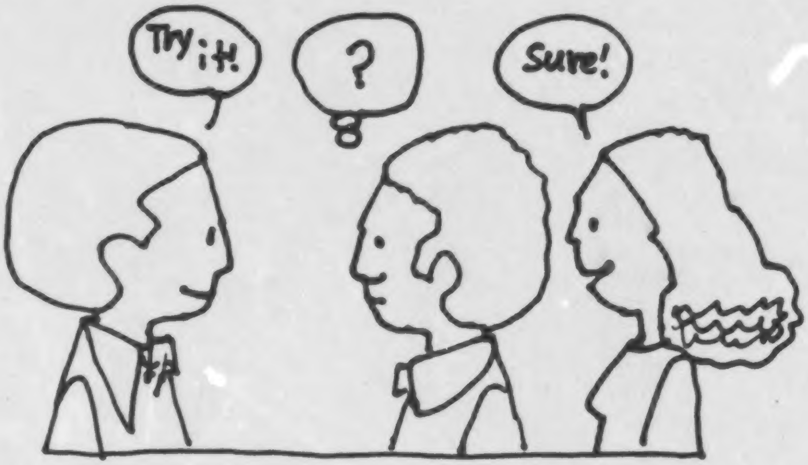
1.

2.

3.

## Role Play

You are at a party. Someone offers you and your friends some cocaine. Your friends say yes, but you are not sure. How do you feel? How do you decide? What do you do? Can you give 3 reasons why you do not want to try it? Can you give reasons why your friends think you should try it?



## Rate the Reason

What would you think about when deciding whether or not to use cocaine (or any other drug)?

Read the list below. Put a "1" next to the most important thing to think about, a "2" next to the second most important, etc. Add any other things you'd care about.

* * * * *

_____ a. Your parents finding out

_____ b. The effects of the drug on your body and mind

_____ c. Whether it is legal or illegal

_____ d. Cost

_____ e. How the drug is taken (snififng, shooting, smoking, etc.)

_____ f. What your friends think of you

_____ g. Who you'd have to get it from

_____ h. If it is an addictive drug.

i. Other (Your own ideas here): ______________________________

______________________________________________

# Decisions About Drug Use

## lesson: Heroin

**goals:** To alert students to the serious medical and legal consequences of heroin use.

## activities:

**INFORMATION**

- Words to Watch
- "Heroin"
- Review
- Laws in Your State

**AWARENESS**

- Around My Way
- Guest Speaker
- Contact local drug clinic

**DECISIONS**

- Things to Think About
- Role Play
- Class Evaluation

## materials:

| | |
|---|---|
| Included: | Words to Watch<br>"Heroin" -- reading and review<br>Review<br>Things to Think About<br>Role Play<br>Program Manual |
| Other: | Guest speaker<br>Contact with local drug clinic |

# Notes for Teachers

LESSON: Heroin

## Activity 1: Class Poll

Poll the class, asking how many have heard of heroin and asking each student to share one thing they've heard about heroin.

## Activity 2: Words to Watch

This vocabulary list can be used as an introduction, clarification or review for the text.

## Activity 3: Heroin

The text deals, primarily, with the effects and consequences of heroin use.

## Activity 4: Review

These exercises can be done in oral or written format, or as homework.

## Activity 5: Laws in your State

Students may want to research the state laws concerning heroin. They can call the local branch of the DEA or the police station or the courts.

Comparing the laws for heroin with the laws for other drugs might prove interesting to the class. Perhaps each student could research the laws for one drug, then report back to the class.

### Activity 6: Guest Speaker

Many drug clinics have speakers bureaus that send reformed addicts to talk with groups. The personal story of an ex-junkie is a powerful way to learn more about the effects of heroin.

### Activity 7: Role Plays

The two role plays present two issues related to heroin. Students may have personal cases that can serve as bases for role playing.

### Activity 8: Things to Think About

These three activities ask students to think about heroin addiction and remedies for it.

### Activity 9: Evaluate the Class

(see Program Manual)

## Words to Watch -- Heroin

Addict

Germs

Heroin

Hepatitis

Illegal

Injected

Junkies

Medicine

Narcotic

Odorless

Opium

Property

Relieve

# Heroin

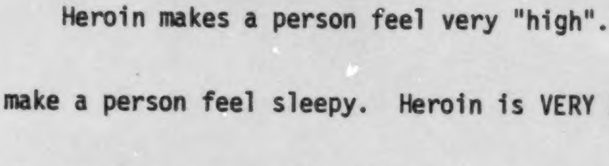
Junk, Smack, Horse, H

## What is heroin?

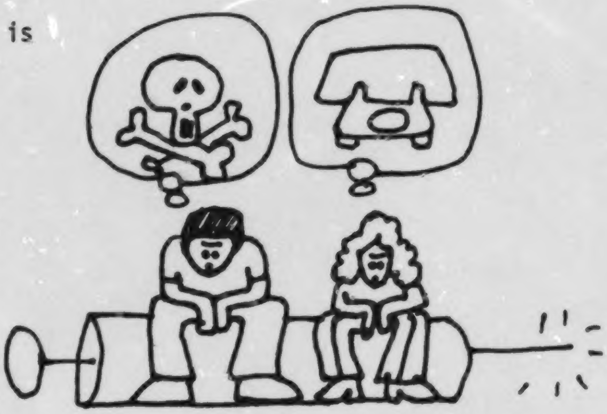
Heroin is an odorless powder. Sometimes it is white. Sometimes it is brown. Heroin is made from the seed of the opium poppy. It is a VERY DANGEROUS drug.

## What does heroin do?

Heroin makes a person feel very "high". It can also relieve pain or make a person feel sleepy. Heroin is VERY ADDICTIVE. Once a person is addicted, he needs heroin every day just to feel normal. But an addict needs more and more heroin, because the body gets used to the heroin, so it needs more and more to get the same high feeling. In this way, heroin is like alcohol. If an addict does not get enough heroin, he feels very, very, sick. This is called drug withdrawal. Sometimes his body begins to sweat, or he has terrible stomach aches. If he takes too much heroin, he can die. This is called an OVERDOSE. There are places that



try to help heroin addicts or junkies, kick the heroin habit. They give medicine to the addict so that his body does not hurt so much without heroin. It is very difficult to kick the heroin habit, but there are many people who can help.



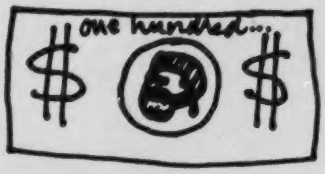
## How do people use heroin?

Heroin is usually injected or shot into the bloodstream with a needle. The user will either "mainline" the drug (right into the vein) or "skin pop" it (drop it into a cut in the skin). Any germs on the needle can go right into the blood. These germs can cause sickness like hepatitis. Hepatitis hurts the liver. It can also cause death. Some people begin by sniffing heroin.

## What are some consequences of heroin use?

Someone who is addicted to heroin needs a lot of money. He may have to spend $80 to $100 dollars each day to buy enough heroin to feel high. This means that heroin addicts often steal or hurt other people so that they can get the money they need to buy more heroin. A junkie may need to steal $200 dollars worth of property to get the $80 dollars he needs for heroin.

Heroin is an illegal drug and can only be bought from drug dealers. A person who buys heroin cannot be sure just what he is buying. Dealers sometimes mix other drugs in with the heroin. Heroin is a narcotic, so there is a stiff prison sentence for anyone who is caught with it. OTHER NAMES for heroin are: "H", "Junk", "Joy Powder", "Harry", "Horse", "Sugar", "Smack", and "White Stuff."



What can you buy
with 100 dollars?

# Review - Heroin

## True of False

1. Heroin is a stimulant. T F
2. Once a person is addicted to heroin, he needs it every day. T F
3. There are places to help addicts kick the heroin habit. T F
4. Heroin is cheap and easy to get. T F
5. No one ever died from using heroin. T F

## Finish the Sentence

1. Heroin is made from the ______________________ plant.
2. Another words for heroin is __________________.
3. Another word for an addict is a __________________.
4. One disease that comes from using a dirty needle to shoot heroin is ______________________.
5. If a person takes too much heroin, it is called an ____________.

## Role Plays

1. Pretend you are a judge. A heroin pusher is brought to trial in your court. There is a lot of evidence that he sells heroin to young people. He says he needs the money to buy heroin for himself. What will you give him for a sentence? Make sure to know what the laws are in your state.

2. You are an ex-junkie. It was hard giving up the drug but you've been off it for four months. Every now and then your buddies offer you some heroin. Tonight you're very tempted. What do you do? How do you decide? Use the 5-Steps to help you make your decision.

## Things to Think About

1. You have a friend who knows a heroin addict. Can you help him think of ways to help the addict to stop using heroin?

2. Heroin use hurts innocent people, because addicts need to steal to get money. Can you think of any ways _you_ can help addicts get help?

3. Call a local drug clinic. Ask them what they do to help heroin addicts. What is the treatment they use? Write down what you find out here:

# lesson: Inhalants

## goals:

To educate about the dangers of inhalants.

## activities:

### INFORMATION

Words to Watch

"Inhalants"

Review

### AWARENESS

Reading Labels

Call the Red Cross

### DECISIONS

Role Play

Class Evaluation

## materials:

Included: "Inhalants"
Review
Role Play
Program Manual

Other: Labels from paint, model glue, spray cans, etc.

# Notes for Teachers

LESSON: Inhalants

## Activity 1: Words to Watch

Use this vocabulary list as an introduction, clarification or review for the text.

## Activity 2: Inhalants

Read this brief text summarizing the nature and effects of inhalants.

## Activity 3: Review

These exercises can be done orally or as a written assignment or for homework.

## Activity 4: Things to Think About:

Reading Labels
Call the Red Cross

These 2 activities ask that students become more aware of the dangers in using inhalants.

Make sure to have labels or empty containers from paint and aerosol cans, model glue, etc.

# Notes for Teachers

LESSON: Inhalants

## Activity 6: Role Plays

Urge students to take the perspectives of the two characters in the role plays.

## Activity 7: Evaluate the Class

(see Program Manual)

## Words to Watch

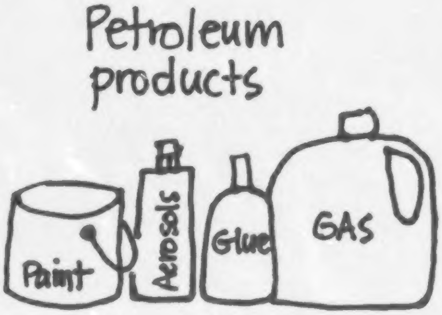
- Aerosols
- Cells
- Chemical
- Destroy
- Engines
- Especially
- Gasoline
- Harmful
- Inhalants
- Petroleum
- Poison
- Product
- Tolerance
- Vapors

# Inhalants

Glue, Paint, Nitrous Oxide

## What are inhalants?

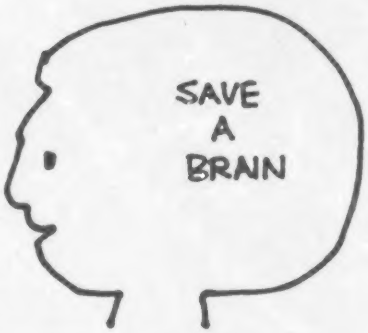
Inhalants are things that people breathe or sniff. Some people, especially children, sniff the vapors that come from bottles of paint or glue, gasoline, or aerosols. All these things contain petroleum. Petroleum is what makes the gas and oil that burns in car engines and home heaters. Petroleum is a poison. If a person drinks a petroleum product, he will vomit -- because his body wants to get rid of the poison. Sniffing lets the petroleum get into the body through the lungs and then the bloodstream.



## What are some dangers?

When the petroleum chemical gets into the body, it affects a person's brain. This is why people who sniff feel high or dizzy. Then they get confused. S/he sees double, has trouble talking and sometimes hallucinates. But petroleum products are VERY HARMFUL to the body. They can destroy cells in the brain, liver bones, and blood. If a person uses inhalants for a long time, he will have trouble with his liver. He will feel sleepy and weak. Most important, his brain will be badly hurt. The body cannot make new brain cells. This means that the bad effects cannot be changed. If too many brain cells are destroyed at one time, the person will pass out. He may even die, because the rest of his body (his heart and lungs) will stop working. The body can build up a tolerance for the poisons in petroleum. This means that a person who sniffs to get high, will have to use more and more of the inhalant. He spends more money. He causes more damage to his body. If he gets too much at one time, he may die. INHALANTS ARE VERY DANGEROUS BECAUSE THEY CAN DO GREAT DAMAGE RIGHT AWAY.

SAVE
A
BRAIN!



SAVE
A
BRAIN

## Review -- Inhalants

1. Gasoline, glue and paint all contain ______________________________.

2. Petroleum can hurt your ____________________, ____________________,
and ______________________________.

True or False

1. Petroleum is a poison. T F

2. Inhalants are addicting -- a person needs more and more of them to feel high. T F

3. It is easy to overdose on inhalants. T F

4. The body can make more brain cells. T F

## Things to Think About

1. Look at labels on products like paint, wood or model glue, and spray cans. Are there any warnings on the labels? What do the warnings say?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. Call the local chapter of the Red Cross. Ask for first aid instructions to help someone who has swallowed a petroleum product (like gasoline or glue). Ask for first aid ideas to help someone who has sniffed too much of an inhalant. Write down the first aid steps to use.

______________________________________________

______________________________________________

## Role Plays

1. Pretend you are a judge. A man is brought before you who was selling aerosol cans to teenagers. He told them they could get high without hurting themselves. There is no law against selling aerosol cans. What should you do? What will your sentence be?

2. Your 16-year old child has been working on a bridge-painting crew for six months. S/he is complaining of dizziness and headaches. You think it might be from all the paint vapors. You're worried about your child, but you know how hard it is to find jobs. What do you say? What do you do? What do you think about before talking with your child?

## lesson: Assessment and Summary

## goals:

1. Complete assessment to determine effectiveness of course.
2. Students will be able to evaluate the entire module.

## activities:

### INFORMATION

Assessment

Course Evaluation

### DECISIONS

Evaluate the Course

### AWARENESS

Summary

## materials:

Included: Assessment
Course Evaluation
Summary
Manual

Other: Stuff for a little party to thank students for their participation.

# Notes for Teachers

LESSON: Assessment and Summar

## Activity 1: Do Assessment

Be sure to keep these as evaluation tools. By comparing the results of this assessment with the assessment done during the first lesson, you will have a sense of how much and what the students learned.

## Activity 2: Summary

Read through this brief text to serve as a wrap-up for the course.

## Activity 3: Course Evaluation

Complete the written course evaluation. Student responses and suggestions may prove helpful for planning your next drug education course.

## Activity 4: Evaluate the Course

Use the same format for class evaluations but instead ask students to rate the entire course.

FILL-INS

1. On television, in magazines, from parents and peers, etc.
2. Advertising in magazines and on television
3. library, teacher, parent, clinic, doctor, etc.

MULTIPLE CHOICE

1. b., c.
2. no specific answer
3. b.
4. all
5. a., b., d.
6. no specific answer

## III. DECISIONS

These questions are designed to assess students' depth and range of thinking.

The "incorrect" answers are more obvious than the "correct" ones, so it is difficult to develop an answer key. Instead, use the questions and answers to evaluate your students' levels of understanding about these issues.

## Drug Education Assessment -- ANSWER KEY

### I. Information

1. aspirin, tobacco, diet pills, etc.
2. a., c.
3. a.
4. a., b.
5. all
6. a., c., e.
7. b.
8. a., c.
9. c.
10. c.
11. c.
12. a., b.
13. a.
14. b., c.
15. c.
16. b., c., d.
17. all
18. c.
19. a., b., d.
20. c.
21. d.

### TRUE OR FALSE

1. True
2. True
3. True
4. True
5. True
6. False
7. False
8. False
9. True

### II. AWARENESS

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True
11. False
12. True
13. True
14. True
15. False
16. False

# DRUG EDUCATION ASSESSMENT

**Directions:** For many of the questions there is more than one right answer. Circle whichever answers you think are right. Don't forget: Circle as many answers as you think answer the questions. Have fun. Take your time. . . .

Name ______________________________

Date ______________________________

## PART I. INFORMATION

1. Name two drugs you can buy without a prescription:

   1. ______________________ 2. ______________________

2. Caffeine is found in:

   a. aspirin b. coffee c. wine d. marijuana

3. Caffeine makes you feel:

   a. awake b. sleepy c. hungry

4. Too much caffeine can be dangerous because it:

   a. makes you nervous b. hurts your heart

   c. puts you to sleep

5. Alcohol makes you feel:

   a. happy b. lonely c. angry d. tired

   e. friendly

6. Alcohol can be dangerous to your:

   a. liver b. car c. job d. teeth e. family

7. The drug in tobacco is:

   a. caffeine b. nicotine c. PCP

8. Tobacco is dangerous to your:

   a. lungs and heart b. mind c. mouth

9. It is very dangerous to mix alcohol with:

   a. tobacco  b. marijuana  c. barbiturates

10. Which drug is legal?

    a. cocaine  b. marijuana  c. tobacco  d. heroin

11. When glue, paint or freon are sniffed to get high, they harm __________ cells.

    a. bone  b. skin  c. brain

12. Breathing chemicals is dangerous because:

    a. it hurts your brain  b. you forget where you are

    c. they cost a lot of money

13. The street term for PCP is:

    a. angel dust  b. snow  c. junk

14. The possible effects of PCP are:

    a. loss of hearing  b. death  c. getting scared

    d. venereal disease

15. One street term for amphetamines is:

    a. blow  b. dust  c. speed

16. People take amphetamines to:

    a. go to sleep  b. lose weight  c. forget their problems

    d. get energy

17. Amphetamines are dangerous because:

a. you don't sleep enough b. they cost a lot

c. they make you nervous

18. One street term for barbiturates is:

a. whites b. acid c. downers

19. The possible effects of barbiturate use are:

a. death b. relaxed feelings c. feeling awake

d. addiction

20. Tranquilizers are safe if:

a. you use them all the time b. you drink coffee with them

c. you use them only the way your doctor says to

21. Which has more alcohol?

a. a glass of wine b. a can of beer

c. a shot of whiskey d. all the same

## TRUE OR FALSE

1. Amphetamines are addictive. . . . . . . . . .TRUE FALSE
2. It is easy to overdose on tranquilizers. . . TRUE FALSE
3. Nicotine is addictive . . . . . . . . . . . . TRUE FALSE
4. People can overdose on cough syrup . . . . . .TRUE FALSE

5. Barbiturates and alcohol together are deadly. TRUE FALSE

6. Alcohol makes you feel more alert and awake. .TRUE FALSE

7. If you only drink beer, you can't become an alcoholic. . . . . . . . . . . . . . . . . . . TRUE FALSE

8. Cocaine is a safe drug to use. . . . . . . . . .TRUE FALSE

9. Acid and mescaline are usually chemicals made into pills. . . . . . . . . . . . . . . . . . . .TRUE FALSE

## Part II. AWARENESS

### True or False

1. Getting into sports is one way some people try to cut down on drug use. TRUE FALSE
2. Every alcoholic __knows__ that they are an alcoholic. TRUE FALSE
3. Someone who does not do drugs is not cool. TRUE FALSE
4. A person can use alcohol in a healthy way. TRUE FALSE
5. An addict can be a happy and healthy person. TRUE FALSE
6. There are programs and clinics that help people kick almost any habit (smoking, drinking, gambling, etc.). TRUE FALSE
7. Some pushers are women. TRUE FALSE
8. The best way to relax and really feel good is with some kind of drug. TRUE FALSE
9. All pushers __need__ money. TRUE FALSE
10. There are healthier ways to get rid of a headache than by taking aspirin. TRUE FALSE
11. You __can__ be sure about what is in a drug that you find on the street. TRUE FALSE
12. You can have a lot of fun if you don't take drugs. TRUE FALSE

13. Lots of people, of all ages, in the U.S., smoke marijuana. TRUE FALSE

14. Heroin is a very expensive drug. TRUE FALSE

15. Marijuana is legal in some states. TRUE FALSE

16. If you are an adolescent, you probably have a drug problem. TRUE FALSE

## Fill in the Blank

Directions: Please write your answer in the blank spaces.

1. Name 2 ways that people get the message to use drugs (over the counter or illegal).

______________________________

______________________________

2. Name one kind of drug-pushing that is legal.

______________________________

______________________________

3. Name one resource you can go to for some information about drugs.

______________________________

Directions: Please circle your answer(s).

1. Pushers sell drugs in order to:
   - a. make people feel good
   - b. make money
   - c. make friends

2. Which ones are OK reasons for drinking alcohol?
   - a. escape problems
   - b. feel better, relax
   - c. celebrate with family
   - d. tastes good
   - e. feel mature
   - f. peer pressure
   - g. drink with a meal
   - h. be popular

3. To be addicted to a drug means:
   - a. you take it sometimes
   - b. you think you need it to be happy and feel good
   - c. you can die without it

4. People smoke because:
   - a. their friends do
   - b. ads say to
   - c. to relax
   - d. it looks cool

5. The worst thing about smoking cigarettes is:
    - a. it is expensive
    - b. it is harmful to your health
    - c. it is illegal
    - d. it makes your breath smell

6. Circle the three most important reasons for why you think people use drugs.
    - a. because their friends do
    - b. because they have nothing else to spend money on
    - c. because advertisements, movies and T.V. say it's cool to
    - d. because they have no one to talk to about their problems
    - e. so they look better

7. Do you think people need to learn about drugs? Yes No

8. If yes, they should learn about drugs from:
    - a. their friends
    - b. their parents
    - c. their teachers
    - d. television
    - e. advertisements

## Part III. DECISIONS

1a. Your friend wants you to try some pills.
The best reason for not trying them is:

a. you might get caught
b. you might get addicted
c. you don't know what the pills will do to you
d. it's against the law to take pills

1b. Why would someone take them?

a. to feel good
b. it is cool to take pills
c. your friend will think you are chicken not try them
d. you think they will make you feel better

2. At a party, an older kid passes out from mixing alcohol and downers. The best thing to do is:

a. call the police
b. ask a friend to help bring the kid home
c. get out of there - it's not your problem
d. give the kid some coffee
e. let the kid go to sleep
f. call a drug clinic or hospital

3. Circle places where a person should definitely not experiment with drugs.

a. street
b. home
c. subway station
d. party
e. friend's house
f. school

4. When you decide whether or not to use a drug, you need to think about:

    a. what kind of drug
    b. who you are with
    c. where you are
    d. how you feel
    e. what your friends will say
    f. what you want to do

5. Name 3 things you can do if you are worried and tense, besides use a drug.

    a. ____________________
    b. ____________________
    c. ____________________

Directions: Please use this space to write anything else that you would like to about drug use.

# What did you learn?

We have learned a lot from writing these lessons. We hope they have also been helpful for you. Before ending the course, let's review some of what we've learned and think about some of the choices many of us are faced with everyday.

We have learned that drugs, in all shapes and forms, are everywhere. We see ads for them on T.V., in magazines and in stores. Most of us have used some type of drug at one time or another; our doctors have prescribed a drug to help us get well; we have used aspirin and cough syrup when we catch a cold, and some of us have had to decide whether to try street drugs.

What we hope has been learned by taking this course, is that we all have choices to make about the drugs that we use. Most people are very careful and only use drugs to help them fight illness. But there are many other folks who misuse and abuse drugs.

These lessons have told facts about drugs that are important to know in order to make a decision about drug use. It is hard to make a decision without facts. For example, now that we know that cigarettes are easy to get addicted to, we can base our decision on that information. Knowing that drinking alcohol hurts our livers and brain cells, we can better choose whether to drink at all, or how much to drink if we so choose.

We hope it is clear that use, abuse and addiction are different from one another. Many people use drugs in a way that is not very harmful. They follow doctors' directions, they don't drink very much, they don't use illegal drugs. But there are many people, often teenagers, who want to try drugs before they know what the effects are. To use drugs just to get high is to misuse or abuse them. Using drugs to forget about problems is misusing them. Taking so much of a drug that is very harmful, is abusing the drug. It is important to decide about your own drug use. Will you use them? How much? What type? When? With whom? Why? (If we could all figure out why we use drugs so much, we might be on the road to ending our dependence on them). Using the 5-step model for making decisions sometimes makes it easier. The 5 steps help all of us to think about choices, consequences and solutions. Right now, try to remember what the five steps are. Use your teacher and friends to help you remember.

It is hard to know what is right or wrong when we hear so many stories from so many people. All of us want to be liked by our friends.

All of us want to get along with our parents. All of us want to be healthy. We hope that the facts in these lessons will help you decide what is right for you. Knowing the effects drugs have on your body may help you to make a decision about whether to try a drug or not and how much to take.

Many lessons include some "things to think about". We hope you have enjoyed thinking about and practicing some of the choices the activities offer.

choose
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## DECISIONS ABOUT DRUG USE
### Student Evaluation

Please let us know what you think about the class. We will use your ideas and suggestions! THANK YOU.

I. Please check ✓ the topic you learned the most about. Please X the topic you learned the least about.

_______ over-the-counter drugs
_______ tobacco
_______ how advertisements affect you
_______ why people use drugs
_______ how to make a decision
_______ peer pressure
_______ use, abuse, addiction

_______ alcohol
_______ marijuana
_______ symptoms and causes
_______ other drugs -- which ones?
____________________
____________________
____________________

_______ other
____________________
____________________

II. These are some things we learned about in Drug Education: Check the topics which you think are not important to learn about:

_______ 1. How to use over-the-counter drugs in a safe way.
_______ 2. What is the difference between symptoms and causes?

II. (cont.)

_______ 3. The dangers of alcohol abuse.

_______ 4. The laws about alcohol use.

_______ 5. The dangers of using tobacco.

_______ 6. Laws about marijuana.

_______ 7. The effects of smoking marijuana.

_______ 8. Alternative to using over-the-counter drugs.

_______ 9. The wide use of drugs in America.

_______10. Why people drink alcohol.

_______11. How to make decisions about drinking.

_______12. How advertisements influence us.

_______13. Why people smoke cigarettes.

_______14. How to decide whether to use drugs or not.

_______15. Why people smoke marijuana.

_______16. Other ________________________________________

________________________________________

IV. Why do you think we have a Drug Education Class?

________ 1. To practice making decisions about using drugs.

________ 2. The principal told us to.

________ 3. Parents think drugs are bad.

________ 4. Teachers think drugs are bad.

________ 5. Street information about drugs can be wrong

________ 6. Somebody might try to convince you to buy or use drugs.

________ 7. Most teenagers have to deal with drug use around them.

________ 8. Other ________________________________________

________________________________________

V. If you could teach this course, what would you do?

________ 1. Read more about drugs.

________ 2. Use more movies.

________ 3. Use more guest speakers. Who? ______________________

________ 4. Take more trips. Where? ______________________

________ 5. Use more role-plays

________ 6. Read more stories about people's experiences.

V. (cont.)

________ 7. Make the course longer.

________ 8. Make the course shorter.

VI. Do you think that Drug Education has helped you make better decisions about drug use? ________ Yes ________ No

VII. If yes, check what has helped.

______ Role plays

______ Sharing personal stories -- Around My Way

______ Looking at Advertisements

______ Films (which ones?) ________________________________________

______ Learning facts about drugs:

- ___ from teacher
- ___ from worksheets
- ___ from discussions
- ___ from debates

VIII. If this course has not helped you make better decisions about drugs, what would help?

______ More role plays

______ More facts

______ Talking

______ Reading

______ More sharing experiences, discussions

______ More films

______ More guest speakers

______ More ____________________

____________________

IX. Please write anything else you would like to about Drug Education.

# Glossary

WORDS TO WATCH...
nicotine
carcinogen
advertise

"A"

Accepted - included; allowed to join

Addict - someone who cannot stop doing something, such as taking a drug

Addiction - when someone cannot stop doing something (like taking drugs)

Addictive - something that is easy to get used to; habit-forming

Adolescents - teenagers

Advertised - when something is sold by way of magazines, radio, T.V., signs, etc.

Advertisement - ads; how companies try to get you to buy their items

Aerosols - tiny drops of liquid or solid held up in air or gas. Some are natural, like smoke, others, like paint, are man-made.

Alcohol - a drug that shows your body down, found in beer, wine and other drinks

Alternative - a choice between two or more things or ways of doing things

Amphetamines - speed; stimulants that speed up the body

Arrested - to be stopped and held by the police

Arthritis - when bones or joints hurt

Aspirin - a drug that fights pain and fever

## "A" (cont.)

Asthma - an illness that sometimes makes it hard to breathe

Attractive - good-looking

## "B"

Barbiturates - drugs that are used to relax a person when they are nervous or upset

Beautiful - very pretty

Beverage - anything that people drink

Blood pressure - the force of the blood running through the veins

Blood vessels - parts of the body that carry the blood to and from the heart

Breakfast - the first meal of the day

Business - buying and selling things in order to make money

## "C"

Caffein - a part of coffee, tea and cola that speeds up a person's body

Cancer - a disease that grows inside the body and kills many people each year

Carcinogens - things that cause cancer

Caused - to make happen

Cells - what the body is made up of: brain cells, blood cells, bone cells

"C" (cont).

Cereal - a kind of food often eaten for breakfast, such as wheat and oats

Chemical - a substance. Some chemicals are found in nature (salt); others are made by people (gasoline)

Chemists - people who work with chemicals

Circulation - the movement of blood through the body

Climate - what the weather is like in an area

Coca - a bush that grows in hot, damp places

Cocaine - a drug gotten from the leaves of the coca bush

Company - a business; other people

Consequence - effect; something that happens as a result of another action

Convince - try to get someone to think a certain way

Cough - when air comes out of the lungs in a noisy way

Crisis - emergency; trouble

Culture - the customs, beliefs, arts and way of living of a group of people

Curious - wanting to know

"D"

Damage - hurt; harm

Damp - wet

Dangerous - when something can hurt you

Dealer - someone who sells drugs on the street

Decision - a judgement; a definite conclusion

Dependent - needing something in order to feel OK

Depressant - a drug that slows down the mind and body

Destroy - to put an end to

Diarrhea - watery bowel movements

Different - not like everything else

Dosage - what is written on a drug bottle that tells how much and when to take the drug

Drug - medicine that is put into the body to fight illness or to make the body feel a certain way

Drug crisis center - a place you can call for help if there is a problem with drugs in your life

"E"

Effect - result

Emotional - having to do with feelings

"E" (cont.)

Emphysema - an illness of the lungs that makes it hard to breathe

Encourage - to support; to suggest; to help

Engines - motors that burn fuel

Epilepsy - a nervous disease

Especially - mostly; very

Evaluate - to judge or figure out

Expensive - costs alot

"F"

Ferment - when sugar in a liquid becomes alcohol or gas

"G"

Gasoline - what cars and many engines run on; a fuel

Germs - small things that carry disease

Glaucoma - a disease of the eyes, sometimes leading to blindness

"H"

Habit - something people do all the time, so it's hard for them to stop

"H" (cont.)

Hallucinate - to see, hear or feel things that aren't really there

Halluginogens - drugs that cause people to hallucinate

Handsome - good-looking

Hangover - feeling badly after drinking too much alcohol

Harmful - hurtful; bad

Headache - when your head hurts

Hemp - a tall plant whose stems are used to make rope; the dried leaves and flowers are smoked as a drug

Heroin - a strong drug that is easy to get hooked on

Hepatitis - an illness of the liver

"I"

Illegal - against the law

Impress - trying to get others to think well of you

Independent - being okay on your own; making your own decisions

Ingredient - parts of things; things added to a mixture

Inhalants - things that are breathed in

Inhale - breathe in; taking air or smoke into the lungs

"I" (cont.)

Injected - shot into

Intoxicated - feeling differently than normal; high or drunk

"J"

Junkies (junky) - people who are hooked on something; addicts

"L"

Label - the words on a can, box or bag that tell you what is inside

Legal - NOT against the law

Liquor - an alcholic drink

Liver - an organ of the body that cleans the blood

"M"

Machine - a device that gets a job done

Magazine - a booklet with stories, ads and pictures

Marijuana - the dried leaves and flowers of the hemp plant

Masculine - acting like our society says a man should

Medication - legal drugs that help a person to get well

"M" (cont.)

Medicine - something that helps sick or hurt people, such as pills

Menstrual cramps - pains in a female's uterus when she has her period

Message - an idea that someone wants to tell us

Mixture - a combination

Muscles - the strong parts of your body that move your arms, legs, and the rest of your body

"N"

Narcotic - any drug that makes people feel sleepy and is addictive (or habit-forming)

Natural - what happens in nature; not made by people

Neighborhood - area where someone lives

Nervous - uneasy, high-strung

Nervous system - the body system that keeps the whole person working in a healthy way

Nicotine - a kind of poison that is in tobacco; something used to kill insects

No-Doz (Vivarin) - brand names of some over-the-counter drugs with caffein in them

Normal - ordinary ; like most other people

## "N" (cont.)

Noticed - saw

Nyquil (Vicks, Robitussin) - some brand names for over-the-counter cough syrups

## "O"

Odorless - without smell

Opiates - drugs made from the opium plant; things that relax and make a person feel sleepy

Opium - a strong drug made from the dried juice of the opium poppy

## "P"

Patient - someone who gets care from a doctor or nurse

Patient - able to wait

Peer pressure - when people your own age try to influence you

Peppy - awake, active, full of energy

Permanent - long-lasting

Petroleum - what gasoline, oil and other fuels are made from

Physical - having to do with the body

Poison - something that can hurt or kill a person when eaten

Popular - lots of people like it

"P" (cont).

Possession - to have or own

Powerful - strong

Prescribe - when a doctor tells the person and drugstore what drugs the person needs

Prescription - a note written by a doctor so a person can buy drugs

Pressure - being pushed; a heavy weight

Problem - a question that causes difficulty or confusion

Products - what companies make

Property - something owned by someone

Psychedelics - things that make people hallucinate

Psychological - having to do with the mind

Purchased - bought

"Q"

Question - something asked in hopes of getting an answer

Quit - stop

"R"

Relax - calm down; loosen up

Relieve - get rid of

Religious - describes a person or action having to do with faith or beliefs

Remainder - something that is left over

Research - to look into; find out more

Revoked - taken away

"S"

Scared - panicked; frightened

Sedatives - drugs that calm people down and help them relax

Serious - grave; not light

Sex appeal - trying to look a certain way that T.V., magazines, etc. tell you is attractive

Side-effects - some of the things that drugs do to your body and mind

Solution - the solving of a problem

Solve - to find an answer

Speed - a street word for amphetamines

"S" (cont.)

Spoil - when food or drugs go bad - they are no good any more

Stimulant - something that speeds up parts of the body

Symptom - a sign of not feeling well

"T"

Tar - the dark brown sticky part of tobacco smoke

Tobacco - what is smoked in cigarettes, pipes and cigars; the dried leaves of the tobacco plant

Tolerance - how much of something a person can take

Tranquilizers - drugs that calm people down and help people relax

"V"

Vapors - fumes, gases, smoke or smells

Violent - harsh; often angry, mean or hurtful

Vitamins - things that are found in food that help keep people healthy

Vomit - throw up

"W"

Weight - how heavy a thing is

Weird - strange or odd

Worried - upset, uneasy